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ABSTRACT

A major thrust of the Regional Education Service Agency (RESA) 5 career education project has been the development and field testing of curriculum materials which can be adapted or adopted for use in the classroom setting. The project began operations on July 1, 1973 and was concluded June 30, 1976. The document represents the efforts of Region 5 professional personnel--teachers, counselors, and administrators--in developing a curriculum integrating career education with traditional school subjects. These materials represent a supplemental guide for a comprehensive approach to career education that includes inservice designs, guide for administrators, teaching modules, and group counseling sessions. Suggestions for integration of school and community resources are met through utilization of resource speakers and tours of local institutions. Teaching modules are included for primary, intermediate, junior high, and senior high school levels. Topics dealt with in the teaching modules include: (1) primary: self and others, school workers, city government workers, and postal service workers; (2) intermediate: trucking, television, department store, and weather forecasting industries; (3) junior high: environmental, music, newspaper, and construction careers; (4) senior high: job seeking skills; recreation, computer science, and public service careers; and a group guidance unit emphasizing self-awareness. (Author/NJ)

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CAREER EDUCATION
CURRICULUM MATERIALS
RESOURCE GUIDE

REGIONAL EDUCATION SERVICE AGENCY
REGION V

1210 THIRTEENTH STREET
PARKERSBURG, WEST VIRGINIA

RESA EXECUTIVE
BOARD MEMBERS

Mr. Dorsey Scott
Mr. Larry Gainer
Mr. James Brown
Mr. Charles Cline
Mr. John Kingery
Mr. J. Paul Siegrist
Mr. Jackson Flanigan
Dr. Samuel Bailey
Rev. Robert Park
Dr. Phil Suiter

Mr. Harry M. Laing, Executive Director, RESA V
Mr. Ray L. Miller, Project Coordinator
Mrs. Adaline B. Cooper, Field Coordinator
Mr. John C. Lorentz, Field Coordinator
Mr. Charles E. Keefer, Field Coordinator

WEST VIRGINIA DEPARTMENT OF EDUCATION
CLARENCE BURDETTE, ASSISTANT SUPERINTENDENT
BUREAU OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION

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U.S. DEPARTMENT OF HEALTH,
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The opinions expressed in this document are those of the author and do not necessarily reflect the position or policy of the United States Department of Health, Education and Welfare and no official endorsement shall be inferred.

PREFACE

A major thrust of the RESA V Career Education Project has been the development and field testing of curriculum materials which can be adapted or adopted for use in the classroom setting. This project was funded under the provisions of Part D of the Vocational Educational Amendments of 1968 and was initiated in Region V at the beginning of the 1973-74 school year. Counties participating in this project include: Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt and Wood.

This document represents the efforts of Region V professional personnel (teachers, counselors and administrators) in developing a curriculum integrating career education with traditional school subjects.

These materials represent a supplemental guide for a comprehensive approach to career education that includes in-service designs, guide for administrators, teaching modules and group counseling sessions. Suggestions for integration of school and community resources are met through utilization of resource speakers and tours of local institutions.

In order for career education to be successfully integrated, it takes the combined efforts of school officials, parents, and the community working together to provide education experiences for students. Fortunately, for many children and youth in Region V, these groups are receptive to this career education approach.

This project was conducted through a grant from the State Department of Education Bureau of Vocational, Technical and Adult Education.

DANIEL B. TAYLOR
State Superintendent of Schools
Department of Education

April, 1975

TABLE OF CONTENTS

Title Page i
Preface iii
Introduction v
Acknowledgments vi

Part I—Administrator's In-Service Guide

Introduction 1
Justification of Career Education 3
Background Information on Career Education 5
A Definition of Career Education 6
Program Goals and Objectives for Career Education 7
Integration and Correlation of Career Education 9
Student Goals and Objectives for Career Education 11
Process Objectives (Learning Activities) for Career Education 13
Occupational Clusters and Career Education 15
Format for Career Education Modules 16
Developing Career Education Modules 17

Part II—Primary Teaching Modules 19
People (Self and Others) 20
People Who Work In Schools 29
People Who Work For City Government 45
People Who Work For The Postal Service 56

Part III—Intermediate Teaching Modules 69
People Who Work In The Trucking Industry 70
People Who Work In Television 77
People Who Work In Department Stores 85
People Who Work In Weather Forecasting 92

Part IV—Junior High Teaching Modules 99
People Who Work In Environmental Careers 100
People Who Work With Music 111
People Who Work For The Newspapers 123
People Who Work In Construction 137

Part V—Senior High Teaching Modules 167
Job Seeking Skills 168
People Who Work In Recreation 176
People Who Work In Computer Science 183
People In Public Service 190
Group Guidance Unit With Emphasis Upon Self Awareness 197

INTRODUCTION

A major thrust in career education is in progress in many parts of the country with several federal, state, and local projects in operation. RESA V Career Education Project in Parkersburg, West Virginia is one of these. The project began operations on July 1, 1973, and will be concluded June 30, 1976. As a result of this project, the materials in this book were developed by professionals in the Region V area. Although many professionals at local, state, and national levels assisted with the development of the materials, special recognition is given to Dr. LeVene A. Olson of Marshall University who played an instrumental role (in conjunction with the project staff) in the development of these materials).

The materials in this book are to be used in an integrated process within the existing curriculum and can be adopted as is, changed, or used in part, at the option of the teacher(s) involved.

Counties involved in RESA V are: Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt and Wood.

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Teachers of VTE classes:

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Dr. James O'Hara
Dr. LeVene Olson
Dr. Everette Harris

Consultants:

Dr. Alton C. Crews
Harry Laing
Kenneth Hart
Robert Eakins
Doris Waldeck
Robert Murray
Larry Hattman
Dr. LeVene A. Olson
Richard Cassidy
Donzil Eddy

Special workshop participants:

Robert Martin
Harry Laing

North Bend Workshop—Curriculum Units Editing Committee:

Paula Cottle
Susan Armstrong
Lewis Ray Cottrill
Betty Fleming
Annie Langford
Lois H. Marks
Grace Nocida
Mary L. Gramlich
Sandra Hayes
Sharon Gouckenour

State Department Personnel:

Robert Martin
Louis Loudermilk
Glenn Smith

Secretarial Assistance:

Joyce Kroeger
Rita Cameron
Vicki Collins
Janet Romanowski
Karen Kibble
Peggy Norman

CONTRIBUTING WRITERS TO THE CAREER EDUCATION UNITS:

REGIONAL EDUCATION SERVICE AGENCY
REGION V—CAREER EDUCATION PROJECT
ACKNOWLEDGEMENTS

Linda Adams
Belinda Ambro
Charles Ankrum
Margaret Arnold
Edgar Backus
Calvin Bailey
Lawrence Ball
John Bates
Gary Battin
Doyl Beal
James Belknap
Clarice Bever
Phyllis Beverly
Jeannette Bird
Linda Board
Loretta Boggs
Jerri Braden
Roger Brady
Linda Braun
Thomas Braun
Beverly Brookover
Donald Brookover
Larry Brothers
Joyce Brown
Carolyn Buchanan
Stanley Bucklew
Joann Bumgarner
Robert Butler
William Butler
Lenora Cales
James Cameron
Eleanor Carder
Olivene Chandler
Neva Cochran
Nancy Conley
Russell Copeland
Lewis Cottrill
Joyce Crawford
Tina Cremeans
Mary Crissman
Jean Cronin
Raymond Cunningham
Patrick Cummings
Darel K. Custer
Robert Cutlip
Frances Davis
Kenneth Davis
Richard Davies
Gregory Dodd
Margaret Duerr
Virginia Eagle
Robert Eakins
Donzil Eddy
Margaret Eddy
Anna Exline
David Feola
Keeling Fife
Sherian Figard
Bobbie Fisher
Betty Fleming
Terri Foglesong
Helen Garrett
Mary Giebell
Betty Goertler
Patricia Goff
Sharon Gouckenour
Marlene Grady
Mary Gramlich
Helen Harris
Ray Harris
Kenneth Hart
Michael Hattman
Robert Hattman
Michael Hayden
Sandra Hayes
Jane Hayhurst
Elizabeth Henry
Sonya Hescht
Elouise Hicks
Calvin Hileman
Carol Howard
Frank Hughes
Lola Hunt
Ruth Hutchinson
Alberta Ireland
Sarah Jarrett
Fannie Johnson
Jack Jones
Barbara Jorgeson
Barbara Kaye
Nancy Keefer
James Kelley
David Kinison
Glada Kinison
Claudia Krebs
Jack Langford
Shirley Layne
Otis Leggett
Lloyd Lemasters
Barbara Leone
Mary Lou Lilly
Edward Livingston
Pat Lloyd
David Long
Bruce Ludford
Juanita Marks
James Martino
Jenny Matta
Donald Melton
Kathrine Metallides
Laura McGee
Barbara McGuire
Eleanor McKay
Carolyn Miihlbach
Judith Miller
Mary Jo Moore
Joseph Morrison
Roy Moss
Kwana Munday
Robert Munday
Sharon Neely
Cathy Nestor
Thomas Nichols
Grace Nocida
Joy Noland
Catherine Nutter
John Nutter
Roderick Oldham
Ellyn Parsons
Larry Parsons
Toni Parsons
Patricia Perry
Helen Pettit
Ronald Pittman
Dewayne Poling
Vivian Poling
Judith Posey
Gary Prater
Betsy Putnam
Cora Quick
Doris Radabaugh
Mary Radabaugh
John Ray
Larry Richards
Fuller Richardson
John Riddle
Paul Rippe
Victoria Roark
Carl Rose
Linda Royse
Juanita Runnion
Elizabeth Seymour
Richard Schaffer
Janet Schusler
Gary Shamblen
Martha Shaver
Roger Shaver
Beulah Shelton
Vera B. Shira
Susan Shorr
Lowell Sims
Clare Snyder
Bonnie Smith
Carolyn Somerville
Alice Spiker
Brada Spiker
Ronald Stalnaker
Heilman Stewart
Lora Stone
Kathryn Stoops
John Swarr
Betty Talbott
Garnet Thomas
Jane Thomas
Frederick Thorpe
Patsy Van Meter
Louise Villers
Doris Waldeck
James Waldeck
Nancy Warner
Christine Washburn
Shirley Watson
Alma Wharton
Robert Wheeler
Janet White
Richard Wildt
Michael Williams
Wilton Williams
Josephine Wilson
Sharon Wood
Wendy Wood
Jewell Woody
Ann Zickefoose
Ellen Zimmer

ADMINISTRATOR'S IN-SERVICE GUIDE

INTRODUCTION

Planning for the in-service of educators who are currently in service of the local education agency is based upon how the planner views those who are to be provided with in-service. If teachers, counselors, principals and supervisors are viewed as incompetent, in-service efforts will be remedial in nature. When the above premise is used as the basis for in-service, the approach used is usually quite impersonal with very little involvement and commitment on the part of those receiving the in-service. On the other hand when educators are viewed as professionally competent individuals who can be assisted in their continuous intellectual growth, in-service will be oriented differently. The approach to in-service which is suggested in this publication is based on the following assumptions:

1. Educators are self directing.
2. Educators are professionally competent.
3. Educators are intellectually curious.
4. Educators are interested in professional growth.

These assumptions dictate that in-service be planned and conducted in a climate which will support professional growth by providing educators with an opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue. A method of providing the kinds of experiences which are based on the above assumptions requires that a dual focus be employed. The in-service should possess both process (human relations) and task (planning, development, implementation) functions.

Many worthwhile innovative programs fail because of inadequate attention to the human relations or process phase of the venture. Although technical and informational components are often highly functional and relevant, process problems may intervene to minimize the potential effectiveness of the effort. In order to avoid this barrier to program implementation, in-service with a dual emphasis designed to focus on both the process and task elements of program implementation and change is suggested. (Volumes I through IV of the Handbook of Structured Experiences for Human Relations Training is one of the best sources available for practical approaches to human relations.) When time permits, the first in-service session should open with the process focus and then move into the task component. The specific areas on which the first session should focus are staff and group development, team building, and the creation of a consultative helping relationship between staff and teachers, counselors, and principals. Experiential situations may be created which allow participants to learn first-hand about effective communications, consulting, problem solving, planning, feedback, group decision making, and team work.

Data gained from verbal contact with educators indicate that the two-pronged (process and task) approach of the in-service results in the development of a cohesive, committed team of teachers, principals and central staff personnel unified around the career education concept with skills in the technical or informational aspect, as well as competence in such process areas as communications, cooperation, and problem solving. This combination can be the key to a successful project which facilitates central staff and building staff integration and accelerates the development and maintenance of teamwork and consensual behavior.

The focus of much of the in-service is on the development and implementation of career education units which are supplementary to the existing curriculums. The units are an approach to systematically developing and inserting career education learning experiences into existing school subjects.

Educators must recognize that curriculums and curriculum units provide the climate in which teachers are able to function. The career education units may suggest learning experiences, which appear to be meaningful for students; yet the units in and of themselves will not guarantee relevant learning experiences for children and youth.

The teacher's role is of central importance in the education of children and youth. The teacher possess the ability to take mundane learning experiences and transform them into meaningful learning experiences by being sensitive and responsive to the needs and concerns of children and youth.

One of the basic assumptions mentioned earlier is that educators are professionally competent individuals. Yet, because educators are sensitive to the needs and concerns of children and youth, they seek ways to grow professionally. Hopefully, effective in-service and the development of career education units will help create a climate in which educators can become more responsive to the needs and concerns of children and youth.

Educators possess a vast store of knowledge of course content and considerable expertise in teaching methodology. Because of this expertise and the evolving nature of career education, the climate for in-service should be contemplative rather than authoritative. The structure of the experiences afford educators the opportunity to answer the questions: What? So What? and Now What? Briefly, these questions relate to:

1. WHAT is career education?
    - 1.1 How does it relate to my students?
    - 1.2 How does it relate to subject?
    - 1.3 How is it taught?
    - 1.4 How does it relate to the community?
    - 1.5 How will I find time to teach it?
    - 1.6 How does it relate to the changing career world?

2. SO WHAT difference will it make for the student?
    2.1 Does it make school more meaningful?
    2.2 Does it increase academic achievement?
    2.3 Does it increase the maturity of students?
    2.4 Does it decrease cultural shock?
    2.5 Does it promote self understanding?
    2.6 Does it help students make decisions?

3. NOW WHAT can I do to implement career education?
    3.1 Will I receive assistance from supervisors?
    3.2 Will additional materials be made available?
    3.3 Will community personnel be involved?
    3.4 Will I be required to cover certain topics?
    3.5 Will I be able to alter curriculum materials?

The process in which educators are involved during the in-service requires that adequate information about career education and ample opportunity be provided to clarify the information through discussion and questions. Educators must interpret the information as it relates to the realities of the school and place a value judgment on the concept of career education. Based on the value judgment, educators are asked to make a commitment to the development, implementation, and evaluation of career education.

The purpose of the "Administrator's In-service Guide" is to provide information concerning the concept of career education which may be used in the Local Education Agency's in-service efforts. The remaining part of this section consists of information sheets which may be reproduced and distributed to educators attending in-service sessions.

The information sheets are as follows:

No.	*Title*
1.	Justification for Career Education
2.	Background Information on Career Education
3.	A Definition of Career Education
4.	Program Goals and Objective for Career Education
5.	Integration and Correlation of Career Education
6.	Student Goals and Objectives for Career Education
7.	Process Objectives (Learning Activities) for Career Education
8.	Occupational Clusters and Career Education
9.	Format for Career Education Modules
10.	Developing Career Education Modules

1.1

JUSTIFICATION FOR CAREER EDUCATION

Growing up has not been an easy process at any time in history. Growing up in today's exceedingly complex society has become a very difficult process. Children and youth are bombarded with information because of sophisticated communications technology. As a result, children and youth are rich with information. Children and youth have an abundance of books, pamphlets, etc. at their disposal. Paradoxically though, they are experience poor. Children and youth are often not involved in adult kinds of activities which help them understand themselves, education, or the world of work.

Because children and youth are educated within the confines of the four walls of the classroom in a traditional manner, many students do not know who they are, where they are going, or how to get there. Many students have not been provided with experiences which allow them to make and implement accurate choices about the present and

The public school plays a vital role in the development of the student. The student develops physically, mentally, and emotionally. These developments are related to the student's future role in society. If proper experience related to self understanding, educational endeavors and career potential is not provided to the student, career development does not keep pace with physical development. Students do develop attitudes toward self, education, and careers. Yet, many students are not provided with the experiences for proper development. As a result, few students understand themselves, or the relationship between education and work.

The cost to society of providing an education which is suited to neither the student needs or societal needs are tremendously high. Society is drained of resources for every individual who cannot successfully cope with self, education, and/or employment. The unemployment lines, welfare roles, drug centers, and mental institutions are filled with individuals who have not been provided with the experiences which are necessary to successfully meet and overcome challenges and allow the individuals to become contributing members of society.

School systems utilize taxpayers money to educate children and youth. It is expected that youth leaving school will possess the necessary competencies (attitudes, skills, and knowledge) to effectively function in a work oriented society. In the past, very few career or work oriented courses were offered and then to only a small percentage of the students.

The paradox exists. On the one hand, two few courses have been career oriented and then only at the upper high school levels. While on the other hand, all students eventually enter the career world through paid or unpaid work. For most students, the effort has been to little, too late.

An innovative educational approach which possess the potential to revitalize the formal educational system has developed recently. The high degree of receptivity by educators to the approach called career education is due to many forces in society. Parents, the business and industrial community, educators, and students are becoming increasingly concerned about the lack of relevance of education for children, youth, and adults. These concerns stem from numerous experiences related to:

1. The absence of relevant experiences which provide for self understanding and self acceptance. Many children, youth, and adults in today's society lack a clear identity of themselves and fail to understand how or where they fit into the social, career, and educational structure.

2. The increased mobility of youth and adults has enhanced employability but has resulted in cultural and career shock for many. Students are not aware of the expectations of various social settings and of various careers. Through mobility, youth and adults are hurled into a society which contains many unknowns for them.

3. The increase in technology has affected the employability of youth and adults. On the one hand, a large number of youth are available for work yet they do not possess the competencies to qualify for the technical occupations which often to unfilled.

4. The educational system has been oriented toward college entrance requirements. The system may meet the needs of the students who will enroll in college but for the majority of students, the present system does not provide them with the competencies needed.

5. Dissatisfaction with work roles is prevalent. This has often resulted from a lack of experiences related to abilities, aptitudes, needs, likes, etc. and a lack of knowledge about the options available in the labor market. In some cases, the dissatisfaction by workers has resulted in sabotage.

6. A large number of youth who drop out of school lack entry level employment skills. Many of these students indicate that they will under no circumstances re-enter the educational system. Unemployment rates for those who leave the educational system early are usually quite high.

7. Dissatisfaction with the career opportunities available to women exists. Schools have systematically encouraged female students to enroll in certain courses only. This process has tended to channel female students into a limited number of careers.

8. Information and experience which provides a broad understanding of the range of career options available to the students is not available to many students. The result in many cases has been that youth has had to explore careers through numerous jobs following high school graduation. This exploration for many comes at a time when the young adult is taking on new responsibilities. The end result for many is underemployment.

9. A reduction in family size and place of residence has resulted in fewer significant relationships for children, youth, and adults. In the past, awareness of self, education, and careers was a by-product of interaction among members of the family. Presently, teachers are becoming more significant to students.

10. Many children, youth, and adults lack an understanding of the relationship between education and work. Educators often assume that children and youth inherently understand the value of school subjects and their relationship to the world outside the classroom. The result has often been a lack of interest in school and a failure to recognize the value of education.

Due in large part to the above concerns, legislation was passed in the 1960's which provided legitimacy to a process of education which addresses itself to these concerns. Research and development is being encouraged so that more relevant methods can be found to educate the children, youth and adults.

BACKGROUND INFORMATION ON CAREER EDUCATION

Career education has been and is being provided to students by many excellent teachers. Career development has been of concern to many educators in the past. Organized efforts to plan, develop, and implement career education have existed since the middle 1960's. Former Assistant Secretary of Education, Dr. Sidney P. Marland, Jr., has been the chief advocate of the new emphasis called career education. Dr. Kenneth B. Hoyte is the Associate Commissioner for Career Education in the U. S. Office of Education. In West Virginia, Mr. Robert P. Martin is the State Coordinator for Career Education.

Through publications, conferences, in-service meetings, and personal contacts, the concept is being illustrated to interested parties for critical analysis. The result has been that increasingly large numbers of the state department personnel, university personnel, business and industrial personnel, local administrative personnel, and teachers are actively supporting career education efforts.

Career education has been promoted across the Nation by providing federal and state funds for development, implementation, and evaluation. This purposeful approach has yielded career education models, in-service education programs, curriculum designs, delivery systems, and evaluation techniques. The purpose of the developmental approach has been to allow local education personnel inputs into the discovery of an approach which provides relevance to education. These approaches are subsequently evaluated for their effectiveness. The intent is to allow local education agencies to adopt and adapt these components from projects which have demonstrated their effectiveness.

The four broad types of projects are the (1) School-Based Comprehensive Career Education Model (CCEM), (2) Experience Based Career Education Model, (3) Home-Based Career Education Model, and (4) Residential-Based Career Education Model.

The purpose of the School-Based Comprehensive Career Education Model is to infuse career development concepts into all courses of study from kindergarten through the twelfth grade. The contractor for this model is the Center for Vocational and Technical Education at Ohio State University in Columbus, Ohio. This model is being developed, implemented, and evaluated in Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan.

The purpose of the Experience-Based Career Education Model is to utilize the community for the development of career planning, guidance, and learning resources for students age thirteen to eighteen. The contractors for this model are the Appalachia Educational Laboratory, Far West Laboratory for Research and Development, Northwest Regional Laboratory, and Research for Better Schools, Inc.

The purpose of the Home-Base Model is to provide career development experiences to home bound children, youth and adults. Its focus is on the development of self understanding and career potential.

The purpose of the Residential-Based Career Education Model is to provide counseling, remedial education, training, family skills, life skills, guidance, and placement for the entire family. The contractor for this model is Mountain Plains Education and Economic Development Program, Inc.

The point to be made in reviewing the four basic models is that all students are involved in career development whether in school, at home, or out of school. In the past, the process was left to chance experiences. In today's sophisticated society, inadequate chance experiences are available to facilitate appropriate careers development. Various agencies are therefore intervening in the lives of children and youth to provide the necessary experiences.

Funded career education projects were started in the fall of 1971 in West Virginia. Career education projects in the state which have received funding are as follows:

1971—Lincoln County—1968 VEA funding
    Director: Herbert Holstein
    Staff: Daryle Elkins, Thomas Miller and Billy Burton

1971—Mason County—ESEA Title [illegible] funding
    Director: William A. Edwards

1972—Raleigh County—1968 VEA funding
    Director: Mary Louise Klaus
    Staff: Larry Anderson, June Mabe, and Richard Mann

1972—Monongalia County—RCU funding
    Director: Sandra Brown

1972—Fort Gay (Wayne County)—ESEA Title III funding
    Director: Thomas Lozito

1972—RESA VIII—ESEA Title III funding
    Director: Dennis Benson
    Staff: Phyllis Kessel, Toni Mason, Nancy Kilmon, Sharon Contenti, and James Kiger

1973—RESA V—1968 VEA funding
    Director: Ray Miller
    Staff: Adaline Cooper, Charles Keefer and John Lorentz

1975—Fayette County—ESTA Title III funding
    Director: Irene Fitzwater

A DEFINITION OF CAREER EDUCATION

Career education (or career development education) is an approach to education in which the curriculum(s) are refocused to give greater attention to the development of children and youth of self identity, educational understanding, and career potential. The long range goal of career education is to help students become more responsible individuals who are capable of making and implementing accurate career choices in an exceedingly complex and continuously changing society. Some of the key concepts to understanding career education are as follows:

1. Career education is a systematic approach to facilitating the maturation process called career development.
2. The term career applies to a series of jobs and occupations.
3. Career education focuses on learning experiences related to self understanding, educational endeavors, and and career potential.
4. Concrete experiences are utilized to illustrate abstract concepts and nebulous symbols.
5. Career education is not a separate subject but is a part of all school subjects (kindergarten through the twelfth grade).
6. Career education provides experiences related to a sample of occupations at all levels of the occupational spectrum.
7. Career education does not force students to make early career decisions but does provide decision-making experiences.
8. Career education experiences assist students achieve career education goals and subject goals.

Career education is an educational process (method or approach) rather than a specific program of study. Yet it is based upon concepts which must be acquired by the student prior to and during the planning and implementation of a career. It involves a long range developmental process which begins before the child enrolls in school and continues long after the youth leaves school. Using the career education approach, teachers provide relevant experiences in all academic, general, and vocational subjects. The primary focus of the process is the use of "real" concrete experiences to illustrate abstract symbols and concepts related to self, education, and careers.

Career awareness (K-6) provides children with an awareness of relationship among self, education, and careers. Experiences are provided which assist students identify their likes, dislikes, fears, needs, abilities, disabilities, aptitudes and limitations. The dignity and worth of others, social relationships, the numerous meanings of work, the need for planning and the importance of interpersonal skills are illustrated.

The value of subject content is illustrated to students and practical application provided. Experiences are provided which assist the student in developing academic skills and identifying and accepting his strengths and weaknesses. Experience provides students with the concept that all work is of value while the structure and interrelationships in the world of work are investigated. Physical imitation of workers takes place through hands-on activities, simulation, and role playing.

Career orientation (7-8) continues to emphasize the goals which have been partially achieved during the awareness stage. Greater emphasis is placed on experiences related to self identity. Conflicts (desire to be different yet wanting to conform because of peer pressures) are explored. Additional emphasis is placed on ability and aptitude testing and relating these attributes to present concerns and future potential. The realities outside the classroom are investigated through people oriented field trips to business and industry, the community, and other organizations and agencies. Yet the primary focus during this level is on self.

Students are exposed to people who represent many walks of life. Resource people are invited to the classroom to interact with students about "official data", for example, job title, job description, educational requirements, salary range, etc. However, children and youth are also very interested in asking questions about "unofficial data" or feelings.

Career Exploration (9-10) provides additional emphasis on information and hands-on "real-life" exploratory experiences. During the high school years, students are forced to make tentative decisions related to broad areas of interest and disinterest. Sequential planning, adjustment and flexibility are stressed. Educational and experience avenues to careers are investigated.

Emphasis during career exploration focuses on "trying out" ones self identity in real life or simulated situations. These experiences are provided in academic classes, special career classes, career centers, and/or through coordinated efforts with business and industry. While the experimental base is broadened during the exploratory phase, the informational base, concerning more specific careers is also heightened. Considerably more occupational information (quantity and quality) is provided to students during the exploration level than at prior levels.

Career preparation is scheduled during the junior and senior years of high school through vocational technical education programs. This training provides students with entry level skills for jobs in many related occupations. Many of these students will proceed directly into a job following graduation. However, others will continue their preparation in postsecondary.

Career development, however, is not complete at the end of a formal educational program. Career development continues throughout life. Men and women continue to go through awareness, orientation, exploration and preparation stages. The factors that influence career development continue to be society, business and industrial community, education programs, peers, and parents.

PROGRAM GOALS AND OBJECTIVES FOR CAREER EDUCATION

These goals and objectives describe the results expected through the implementation of the RESA V Career Education Project. Some of the means of achieving these goals and objectives are through in-service sessions, meetings, classes, workshops, curriculum guides, the mobile unit, etc.

The program goals and objectives are as follows:

Career Awareness

GOAL 1—To provide an instructional system designed to present occupational information to children in Grades 1-6.

OBJECTIVES:

1.1 To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
1.2 To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
1.3 To inform students about the multitude of occupational opportunities.
1.4 To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
1.5 To provide students with basic information about major occupational fields.
1.6 To stress the dignity in work and the fact that every worker performs a useful function.
1.7 To visit local businesses and industries to get a first-hand view of the "world of work".

Career Orientation

GOAL 2—To establish in grades 7-8 a curriculum which will assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the occupational familities within which his choice will probably lie.

OBJECTIVES:

2.1 To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.
2.2 To provide the students with a guide to educational and occupational requirements of different jobs. (Occupational families)
2.3 To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tenative choice.
2.4 To stress habits and attitudes which are needed for successful and continued employment.
2.5 To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

Career Exploration

GOAL 3—To provide students in grades 9-10 experiences that will enable them to make realistic occupational choices, experiences in working with others, and understanding of the psychological aspects of work as it relates to their own temperaments, personalities, and values.

OBJECTIVES:

3.1 To inform students about occupational and educational opportunities at all levels.
3.2 To provide students not finishing high school with information related to the opportunity to enter an occupational training program and/or employment.
3.3 To provide students with knowledge in broad fields of work which will assist the individual in making long range vocational plans.
3.4 To provide "hands on" experience in various occupational fields offered at area vocational-technical education centers serving the counties involved in the project.
3.5 To make the student aware of the continuous changes occurring in the world of work which necessitates continuing education or training in the various career areas.
3.6 To provide the student with information concerning other educational opportunities. (Community college, college, university and other post-secondary career preparation programs).

Career Preparation

GOAL 4—To expand present vocational program offerings to include a) additional program offerings and work experience programs to assist in removing the artificial barriers between education and work, and b) work-study programs designed to assist those in need of earnings from such programs to commence or continue their enrollment in vocational education programs.

OBJECTIVES:

4.1 To provide students with the background necessary to further their career preparation in postsecondary occupational programs.

4.2 To provide students with skills, attitudes, and work habits needed for employment in a cluster of closely related occupations.

4.3 To increase student participation in programs due to broadened curriculum offerings made available through additional vocational education and work experience programs.

4.4 To provide economic assistance to those students in need of such assistance in order to remain in school and to continue their education.

4.5 To provide opportunities for learning by doing in actual work situations.

4.6 To provide intensified guidance and counseling services to meet the needs of students.

4.7 To provide placement services for exiting students who desire to avail themselves of such services. The design of such services are to place students in either a job, a postsecondary occupational program or a postsecondary baccalaureate program.

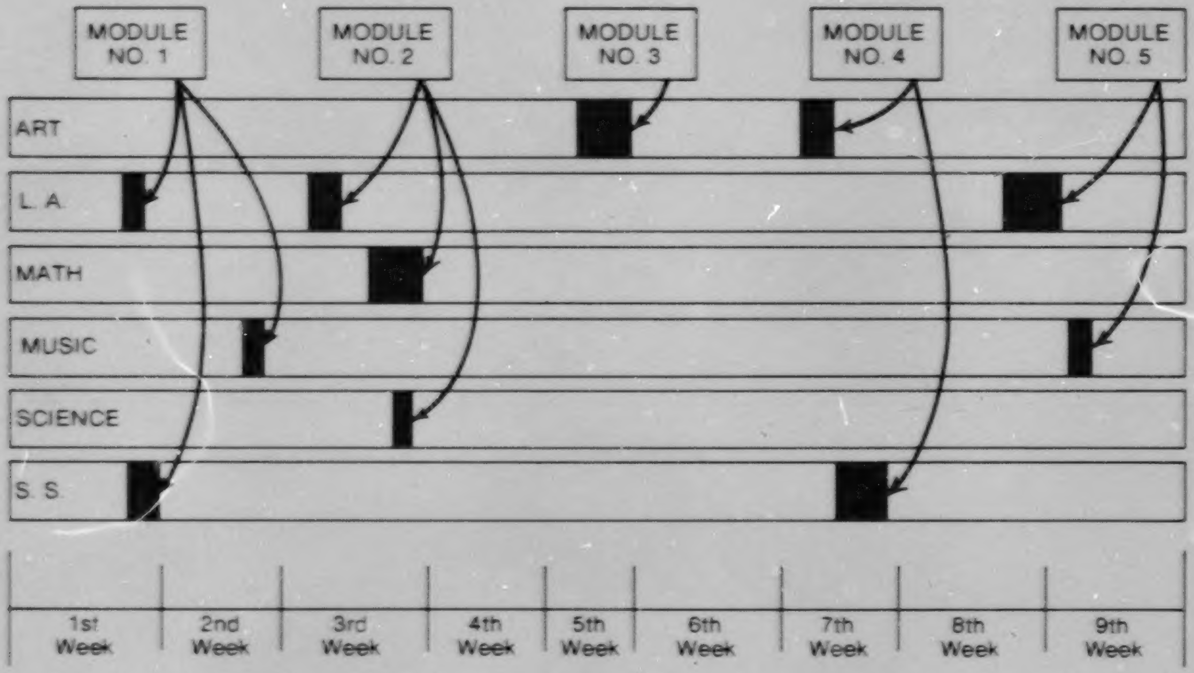
INTEGRATION AND CORRELATION OF CAREER EDUCATION

In the planning and development of supplementing career education units, the developers (teachers) must understand how the career education learning activities fit into the school subject(s). The teacher should review the curriculum(s) which are currently in use to (1) determine at which points the subject goals and career education goals are related, (2) determine at which points subject activities and career education activities are related and/or (3) determine at which points work, jobs, occupations, or careers (and related topics) are discussed in books, films, etc.

The determination of (1), (2) and/or (3) above dictates the time in which career education learning experiences are integrated into the existing curriculums (fine arts, practical arts, mathematics, science, social studies, and vocational-technical). Based on the review, the teacher should select an occupational cluster (an occupational group in which numerous related occupations exist) for the unit which is to be developed.

Plans are made to integrate the career education goals into the existing subject goals by devising learning activities which are related to both sets of goals. Correlation is the terminology used to indicate that learning activities are related to the achievement of both career education goals and subject goals. Integration of career education into the existing subjects is illustrated on the following pages.

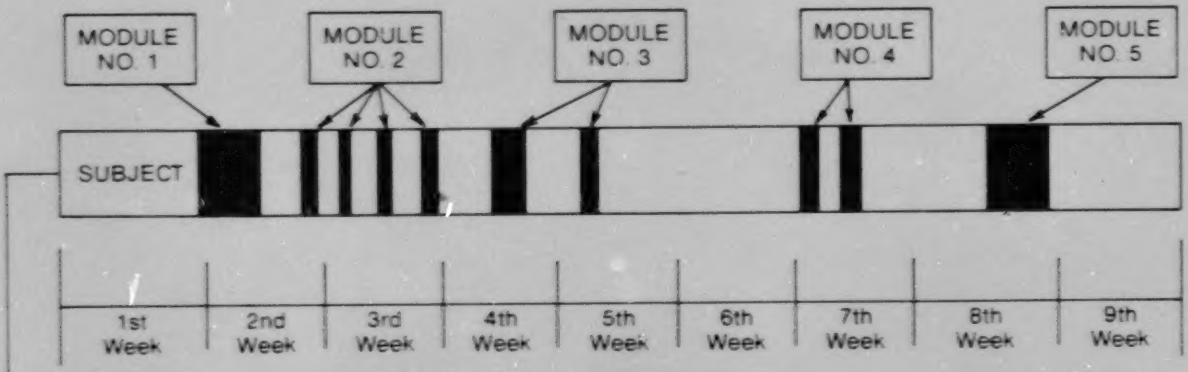
Example of Integration and Correlation of Primary and Intermediate Level. (The width of the lines represents the amount of time required for the student to achieve the performance objectives stated in each module. This configuration will vary with each module and each unit.



NOTES
Integration: using school subjects to teach the concepts (goals) upon which career education is based. Correlation: using learning activities which help students achieve subject concepts (goals) and career education concepts (goals) at the same time.

EXAMPLES OF INTEGRATION AND CORRELATION AT JUNIOR HIGH SCHOOL LEVELS

(The width of the lines represents the amount of time required for the students to achieve the performance objectives stated in each module. This configuration will vary with each module and each unit.)


MODULE NO. 1
MODULE NO. 2
MODULE NO. 3
MODULE NO. 4
MODULE NO. 5
SUBJECT
1st Week
2nd Week
3rd Week
4th Week
5th Week
6th Week
7th Week
8th Week
9th Week

Sample subjects representing any of the following curriculums:

- Fine Arts and Humanities
- Health and Physical Education
- Language Arts
- Practical Arts
- Mathematics
- Science
- Social Studies
- Vocational-Technical

NOTES
Integration: using a school subject to teach the concepts (goals) upon which career education is based. Correlation: using learning activities which help the students achieve subject concepts (goals) and career education concepts (goals) at the same time.

STUDENT GOALS AND OBJECTIVES FOR CAREER EDUCATION

These goals and objectives describe the behavior of students after they have been provided with learning experiences. The goals are long range goals which are partially achieved at various levels of the student's education.

The student objectives (called performance objectives in the modules) are intended to be achieved following instruction in each module. The performance objective should indicate specific behavior which is measurable.

The student goals and sample performance objective for the RESA V Career Education Project are as follows:

GOAL 1

The student should be able to understand, accept and relate himself/herself emotionally, mentally, and physically to his/her social, educational, and career ventures.

PERFORMANCE OBJECTIVES:

1.1 The student should be able to discuss an awareness and acceptance of self as an emotional, mental, and physical entity which is of value to himself/herself and society.

1.2 The student should be able to realistically appraise his/her interests, needs, fears, likes, abilities, and aptitudes.

1.3 The student should be able to relate knowledge of himself/herself (likes, abilities, aptitudes, and limitations) and knowledge of work to his/her future.

GOAL 2

The student should be able to understand that there are certain physical, mental, and emotional characteristics which make him/her unique.

PERFORMANCE OBJECTIVES

2.1 The student should be able to describe and accept the ways he/she is similar to and different from others.

2.2 The student should be able to compare characteristics based on experience in the school, home, and community and the resulting knowledge of self and others.

2.3 The student should be able to accept others as respected individuals who contribute to the welfare of society.

GOAL 3

The student should be able to understand the importance of interpersonal interaction and its affect on others.

PERFORMANCE OBJECTIVES

3.1 The student should be able to describe how he/she is affected by the people around him/her.

3.2 The student should be able to discuss the affects of his/her actions on those people with whom he/she associates.

3.3 The student should be able to display responsibility for his/her actions when interacting with others.

GOAL 4

The student should be able to plan his/her chosen career and progress within the career or change the direction of his/her career if necessary or desirable.

PERFORMANCE OBJECTIVES:

4.1 The student should be able to demonstrate the skills, attitudes, and knowledge necessary for the selection, preparation, maintenance of a work role.

4.2 The student should be able to express the means of progressing within a work role in accordance with certain abilities and aspirations.

4.3 The student should be able to identify the sources of assistance or training needed or desired for a change of work roles.

GOAL 5

The student should be able to understand the value of school subjects in terms of their function within and outside the classroom.

PERFORMANCE OBJECTIVES:

5.1 The student should be able to enumerate knowledge and skills necessary for various kinds of work.

5.2 The student should be able to indicate the basic educational skills necessary for continued education.

5.3 The student should be able to describe the functional nature (as opposed to theoretical nature) of school subjects.

GOAL 6

The student should be able to comprehend the diversity and complexity of educational alternatives in relationship to a change in the job market, society, and self.

PERFORMANCE OBJECTIVES:

6.1 The student should be able to display a broad awareness of the educational opportunities available and appropriate to him/her.

6.2 The student should be able to demonstrate sufficient self knowledge to insure that educational alternatives selected are appropriate to his/her abilities.

6.3 The student should be able to illustrate sufficient occupational knowledge to insure that educational alternatives selected are appropriate to the career pursued.

GOAL 7

The student should be able to function in the performance of decision making and work adjustment processes.

PERFORMANCE OBJECTIVES:

7.1 The student should be able to choose wisely among alternatives as he/she moves through work roles and developmental stages of a career.

7.2 The student should be able to demonstrate how supply and demand stimulates or retards educational and job opportunities.

7.3 The student should be able to demonstrate mental and emotional flexibility in making adjustments within a work role or change of work role.

GOAL 8

The student should be able to apply educational skills in the planning and preparation for entry into the career world.

PERFORMANCE OBJECTIVES:

8.1 The student should be able to demonstrate effective communication skills such as thinking, listening, speaking, reading, writing, and referencing.

8.2 The student should be able to conceptualize and operationalize concepts in the planning and implementation of his/her career.

8.3 The student should be able to conceptualize and operationalize the process of observing, describing, classifying, generalizing, hypothesizing, defining, experimenting, and concluding.

GOAL 9

The student should be able to understand that there are physical, mental, and emotional aspects of work which may or may not be satisfying.

PERFORMANCE OBJECTIVES:

9.1 The student should be able to articulate an awareness of the value of work in an emotional sense as it is related to his/her needs.

9.2 The student should be able to identify the extrinsic and intrinsic characteristics of work in relationship to life styles.

9.3 The student should be able to derive personal satisfaction from his/her involvement in "work" activities.

GOAL 10

The student should be able to comprehend the diversity and complexity of work alternatives both available and appropriate to him/her in the present and the future.

PERFORMANCE OBJECTIVES:

10.1 The student should be able to display a broad base of awareness of work roles that exist.

10.2 The student should be able to select several work roles for further investigation.

10.3 The student should be able to categorize several work roles that he/she decided might be particularly appropriate to him/her.

GOAL 11

The student should be able to recognize that jobs emerge and diminish because of the value society places on the resulting products and services.

PERFORMANCE OBJECTIVES:

11.1 The student should be able to describe the relationship between supply and demand of employees in relationship to risk taking.

11.2 The student should be able to determine the current and projected labor market supply and demand.

11.3 The student should be able to demonstrate an understanding of supply and demand relationships in planning career options.

GOAL 12

The student should be motivated toward, pursue, and become employed in constructive work.

PERFORMANCE OBJECTIVES:

12.1 The students should be able to indicate that he/she values constructive work.

12.2 The student should be able to develop entry level skills for an occupation or cluster of occupations.

12.3 The student should be able to be accepted as a contributing member of society through his/her work role.

PROCESS OBJECTIVES (LEARNING ACTIVITIES) FOR CAREER EDUCATION

These objectives describe very specific behavior of students while they are in the process of learning concepts related to school subjects and career education. The process objectives (called learning activities in the modules) indicate specific behavior which is intended to help students achieve the performance objectives.

Sample learning experiences (process objectives) are as follows:

PRIMARY

Plant Seeds
Make Pop Corn
Churn Butter
Toys
Visitors
Safety Game
Discussion
Mural

Mailbox Rotary Rack
Paint
Measuring
Star for a Day
Draw Family
Happy and Sad Pictures
View Films
Draw Myself
Life Size Cutouts
Make Dictionary
Field Trip
Select Foods
Question and Answer
Cut Out Pictures
Write Invitations
Bulletin Board Tree
Table Display
Write Stories
Library Books

Children Reaction
Dramatic Play
Dress-up Box
PTA Presentation
Invitations
Draw Maps
Room Duty
Listen to Speaker

Follow Rules
Bulletin Board
Match Pictures and Names
Show and Tell
Draw Home, Pets, Etc.
Discuss Feelings
Creative Play
Discuss Tools
Draw Pictures
Collage of Workers
Collect Materials
Tasting Party
Write Thank you Notes
Astronaut Launch Game
Design Placemats
List Jobs
Committee Work
Buss Sessions
Invite Mothers for Cookies and Punch

Scrapbook

Make Costumes
Make Hats
Matching
Coloring
Cutouts
Square Dance

Tour Facilities
Designing
Count Letters in Names
Grown-up Activities
View Film-Strip
Read Stories
Who Am I?
Pantomine
Resource Persons
Guessing Riddles
Singing
Role Playing
Prepare Menu
Discuss Manners
Measure Ingredients
Word Cards
List Questions
Make Booklets
"I'm Thinking of Someone Who Likes . . ."

INTERMEDIATE

Discussion
Read Books
Sing Songs
Role Play
Fractions
Math Story
Make Signs
Construct Props

Cashiering
Posters
Spell Words
Group Work
Listening
Guest Speaker
Thank You Notes
Spelling Lesson
Write Poems
Drawings
Pantomine
Take notes
Field Trip
Operate Equipment
Prepare Script

List Jobs
Verbs to Nouns
Dance
Mural
Plan Field Trip
List Job Duties
Match Jobs and Equipment
Simulate Work

Price Merchandise
Newspaper
Identify Symbols
Progress Reports
Questioning
Evaluation
Written Reports
Write Plays
View Films
Prepare Skit
Introduction
Collect Pictures
Film
Invitations
Read Brochures

Demonstrations
Campaign
Research
Measuring
Decorations
Collect Items
Match Jobs and Skills
Application Form

Selling
List Words
Bulletin Board
Elections
Check List
Money Games
Oral Reports
Interviewing
Observation
Vocabulary
Newspapers
Prepare Questions
Learn Equipment
Research Letters
Map Measurement

7.2

- Slides
- Filmstrip
- Money Problems
- Count Money
- Model Tools
- Mat Pictures
- Read Instructions
- Write Story
- Read Pamphlets
- Open Bank Account
- Design Product
- Write Letters
- Compute Costs
- Group Work
- Research Report
- Share Feelings
- Committee Work
- Definitions
- Refine Job Clusters
- Cut Out Pictures
- Sand
- Host Open House
- Dramatize
- Write Summaries
- Keep Records
- Who Am I?
- Scrapbook
- Make Change
- Panel Discussion
- Charcoal Sketch
- Library Books
- Build Models
- Team Research
- Portrayal
- Color Schemes
- Finish Materials
- Weave Rugs
- Question Children
- List Questions
- Prepare Charts
- Write Essays
- Oral Reports
- Survey
- Audio Tapes

SECONDARY

- Research Paper
- Mock Situation
- Assembly Line
- News Letter
- Quiz

- List Jobs
- Theme
- Classified Ads
- Collage
- Experimentation
- Score Tests
- Collect Data
- Typing
- Lettering
- Utilize Equipment
- Drawings
- Labeling
- On-the-Job Experience
- Observe Workers

- Maintain Records
- Body Language
- Form Business
- Produce Merchandise
- Television Reports
- Produce Show
- Imitation
- Meditation
- Write Summations
- Write Essay
- Student Elections

- Reading
- Bulletin Board
- Crossword Puzzles
- Term Papers
- Simulation Exercises

- Role Playing
- Lecture
- Discussion
- Take Notes
- Newspaper "Want Ads"
- Films
- Filmstrips
- Oral Reports
- Teletrainer
- Interviewing
- Demonstrations
- Occupational Uglies
- Video Taping
- Questioning

- Thank You Letters
- Read Plays
- Apply for Social Security Cards
- Complete Job Applications
- Personal Data Cards
- Mobiles
- Research
- Prepare Ads
- Tape Recording
- Slogans
- Voting

- Write Resume
- Occupational Notebook
- Interest Inventories
- Table Display
- Work Sheets

- Civil Service Exam
- Field Trip
- Pantomine
- Buzz Sessions
- Posters
- Construct Props
- List Terms
- Prepare Foods
- Sewing
- Resource Person
- Cost Accounting
- Committee Work
- Interaction Groups
- Library Visits

- Student Projects
- Equipment Nomenclature
- Dictionary Use
- Skits
- Prepare Costumes
- Prepare Survey Instrument
- Survey Individuals
- Activity Sheet
- Charts
- Audio Tapes

OCCUPATIONAL CLUSTERS AND CAREER EDUCATION

The United States Office of Education (U. S. O. E.) has identified fifteen broad occupational clusters which include approximately 24,000 occupations. Occupations are assigned to a particular cluster because they possess common elements. Sub clusters for each of the fifteen U. S. O. E. clusters are also provided. A career education unit may deal with one of the fifteen clusters, one of the sub clusters or a more specific cluster identified by the teacher. The fifteen U. S. O. E. occupational clusters are as follows:

1. **AGRICULTURE AND NATURAL RESOURCES**
   - Agriculture
   - Forestry
   - Mining
   - Petroleum
   - Wildlife
2. **BUSINESS AND OFFICE**
   - Accounting
   - Finance
   - Management
   - Personnel
   - Secretarial
3. **COMMUNICATIONS AND MEDIA**
   - Broadcasting
   - Journalism
   - Motion Pictures
   - Recording
   - Telephone
4. **CONSTRUCTION**
   - Electrical
   - Finishing
   - Masonry
   - Metal
   - Wood
5. **CONSUMER AND HOMEMAKING**
   - Child Development
   - Clothing
   - Food
   - Home Management
   - Household Equipment
6. **ENVIRONMENT**
   - Air
   - Plants
   - Soil
   - Water
   - Wildlife
7. **FINE ARTS AND HUMANITIES**
   - Historical
   - Performing Arts
   - Religion
   - Visual Arts
   - Writing
8. **HEALTH**
   - Administration Services
   - Emergency Services
   - Personal Services
   - Pharmaceutical Services
   - Supportive Services
9. **RECREATION AND HOSPITALITY**
   - Industrial Recreation
   - Private Recreation
   - Public Recreation
   - Transportation
   - Travel Agencies
10. **MANUFACTURING**
    - Engineers
    - Technicians
    - Skilled Workers
    - Semi-Skilled Workers
    - Un-skilled Workers
11. **MARINE SCIENCE**
    - Aquaculture
    - Fishing
    - Mineral and Chemical Extraction
    - Research
    - Support Personnel
12. **MARKETING AND DISTRIBUTION**
    - Distribution
    - Management
    - Purchasing
    - Promotion
    - Sales
13. **PERSONAL SERVICES**
    - Apparel Services
    - Beauty Services
    - Domestic Services
    - Food Services
    - Lodging Services
14. **PUBLIC SERVICES**
    - Education
    - Health
    - Postal
    - Protective
    - Utility
15. **TRANSPORTATION**
    - Air
    - Highway
    - Pipeline
    - Rail
    - Water

FORMAT FOR CAREER MODULES

The format of the career education unit and modules is standarized for the eight school systems served by RESA V. The reason for the standard format is so that units may be exchanged between school systems. The format was not developed in isolation but evolved during the last three years of development and implementation of career education curriculum units. Kindergarten through twelfth grade teachers have provided considerable input into the design of the modules (format).

The unit should include a title page, introduction, and from six to twelve modules. Student work sheets, etc. (when used) should be appended to the unit. The format of the modules is as follows:

TITLE

Module No.
(Grade Level)

Correlation:
(List Subject(s))

I. GOAL (S):

After teachers have directed learning activities in this and other *units*, the students should be able to:

A.

B.

II. PERFORMANCE OBJECTIVE (S):

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A.

B.

III. TEACHER PREPARATION:

A. *Teacher Notes*
(Narrative Form)

B. *Materials and Equipment*
  1. Materials
    a.
    b.
    c.
  2. Equipment
    a.
    b.

IV. LEARNING ACTIVITIES:

A.
  1.
  2.
  3.
B. 1.
  2.
    a.
    b.
    c.
C.
  1.
  2.

V. EVALUATION:

(Narrative or list, append tests, etc.)

VI. RESOURCES:

A. *Books*
  1.
  2.
  3.

B. *Films*
  1.
  2.

C. *Resource Person(s)*
  1.
  2.

DEVELOPING CAREER EDUCATION MODULES

Developing each module may be facilitated if the developer uses a systematic approach. A systematic step by step approach is suggested. The developer may follow these steps or alter them to better fit his/her situation. Before beginning on these steps, the developer should review the subject(s) (curriculum) he/she teaches, select an occupational cluster which fits the subject(s) taught, and select a sample of occupations which generate some interest in students (other occupations may be added later).

The suggested steps to preparing a module are as follows:

Step 1. Grade Level and Module Number
Step 2. Subject Correlation
Step 3. Goals
Step 4. Teacher Notes
Step 5. Performance Objectives
Step 6. Title
Step 7. Learning Activities
Step 8. Materials and Equipment
Step 9. Resources
Step 10. Evaluation

Step 1. Note the module number. Indicate the grade level of the students for which the module is being developed (place directly under the module number).

Step 2. List the subject(s) with which the module is to be correlated. This may vary for each module for elementary teachers but will remain the same for secondary teachers.

After the module has been completed, review the learning activities to verify that they are, in fact, related to the school subject(s) in which the career education unit is to be integrated. The subject(s) which the teacher is teaching. Even though all modules may be related to language arts, a social studies teacher would not indicate that the module is correlated with language arts.

Step 3. GOALS

Select the student goals which you expect your students to partially achieve during the time that the unit is being correlated with the subject(s) that you teach. The goals are long range expectations which may not be completely achieved until the student has received numerous educational experiences over a number of years. The goal statements are general objectives which describe the attitudes, knowledge, and skills which are to be acquired by the students.

The goals which you have been provided are to be used as a guide. You may rewrite the goals so that they realistically reflect the age and maturity of the student. However, the general meaning of the goals should be maintained.

After the selection of goals, group the ones which are similar for possible use in separate modules. Assign the goals to the modules which will make up the entire unit (from six to twelve modules). The same goal (probably with different objectives) may be used in more than one module.

Step 4. TEACHER NOTES

The teacher preparation section entitled "teacher notes," describes in a paragraph or more what the module is all about. The purpose of this information is to provide the teacher with a quick reference to the needed background information: basic content of the goals, and an overview of the module.

The major part of this section is a clarification of the meaning of the goal or goals listed in step one. Goal number one states: the student should be able to understand, accept, and relate himself/herself emotionally, mentally, and physically to his/her social, educational, and career ventures.

The goal may sound good, but what does it mean? The purpose of the teacher notes section is to provide more understanding of what a specific goal means. An example of the teacher notes for the above goal is as follows:

III. TEACHER PREPARATION:

A. Teacher Notes

To understand self means that characteristics related to needs, fears, interest, abilities, and aptitudes must be identified, and further explored. Students need the opportunity to compare their characteristics to social, educational, and work environments. Students need to be given the opportunity (in an open, non-threatening environment) to express their feelings in relationship to choices of social ventures, education endeavors, and work activities.

Step 5. PERFORMANCE OBJECTIVES:

Translate the stated goals into observable terminal behavior. In other words, what behavior can be expected after the student has been involved in various learning activities related to the module. If the student has acquired certain attitudes, knowledge, or skills during the learning activities, what observable behavior will indicate that he posses the attitudes, knowledge or skills.

If goal number one used in step three were used in a module for seventh grade students, the objective may be as follows:

II. PERFORMANCE OBJECTIVE (S):

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Identify conflicts related to being independent yet wanting to be like other members of the class.
B. List behavior which is rewarded in school and compare the list with behavior reward in the work situation.
C. To identify occupations in which independent action is required of workers.

Step 6. TITLE

Review the goal(s) and objectives for the module. Select a short title of one to four words. The title should reflect in a brief form the content of the module. The title for each module will be different. These titles should not be the same as the title of the unit.

Step 7. LEARNING ACTIVITIES:

Select a variety of learning activities which will assist the students in achieving the performance objectives. The learning activities relate directly to the performance objectives and the teacher notes sections of the module. Learning activities are used as the vehicle which carry the student to a point where the goal(s) of the module have been internalized by the student to a certain degree. In effect, the learning activities are process objectives. For example, the student will be involved in the process of reading, writing, discussing, touring, questioning, constructing, viewing educational television programs, etc.

Step 8. MATERIALS AND EQUIPMENT:

Review the learning activities. Determine and list the materials and equipment which the teacher and/or the students will need to carry out the learning activities which are noted.

Step 9. RESOURCES:

Review the goal(s), performance objectives, and learning activities (process objectives). Decide upon the kinds of resources (books, games, films, etc.) which would be helpful in assisting students achieve the performance objectives.

Review resources which you have available in your classroom, school, school system, and the RESA V Center. If funds are available for the purchase of resource materials, investigate catalogs from commercial publishers to determine the appropriateness of resources which are available.

Select the most appropriate resource materials from those which you have reviewed and/or investigated. List the resources in complete bibliographical form.

Step 10. Review the objectives to determine the method to be used to measure the degree to which students have achieved the stated objectives. The measurements may be subjective or objective. Approaches to evaluation depend on the achievement to be measured. The approaches are anecdotal records, conferences, discussions, formal tests, interpetive exercises, observation, rating scales, and work samples. Do not feel limited to these suggestions.

When subjective approaches are used, be sure to note specific behavior which is expected. When objective approaches are used, include the test, rating scale, etc., with the unit. To test the completeness of the evaluation section, ask someone to read the evaluation and describe what is to be evaluated.

Primary Career Education Modules

Page No.

People (Self and Others) 20 through 28

Introduction 21
Module No. 1—How Do I Look? 22
Module No. 2—I'm The Only Me 23
Module No. 3—What I know About Me 24
Module No. 4—Thinking About Others 25
Module No. 5—Decisions 27
Module No. 6—Some Jobs People Do 28

People Who Work In Schools 29 through 44

Introduction 30
Module No. 1—Self Concepts 31
Module No. 2—School Workers 33
Module No. 3—Teacher 34
Module No. 4—Principal 36
Module No. 5—Librarian 37
Module No. 6—Secretary 38
Module No. 7—Nurse 39
Module No. 8—Cafeteria Workers 41
Module No. 9—Custodian 43
Module No. 10—Culminating Activities 44

People Who Work For The City Government 45 through 55

Introduction 46
Module No. 1—Introduction to City Workers 47
Module No. 2—The Policeman 48
Module No. 3—The Fireman 49
Module No. 4—The Librarian 51
Module No. 5—The Mayor 52
Module No. 6—Bus Driver 53
Module No. 7—Role Playing 54
Module No. 8—What We Learned 55

People Who Work For The Postal Service 56 through 68

Introduction 57
Module No. 1—Awareness of Postal Careers 58
Module No. 2—Postal Workers Serve People 60
Module No. 3—Building A Post Office 62
Module No. 4—Playing Post Office 63
Module No. 5—Interviewing Postal Workers 65
Module No. 6—Visiting The Post Office 67
Module No. 7—Researching Postal Services 68

PEOPLE (SELF AND OTHERS)

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Health, Language Arts, Mathematics and Social Studies

INTRODUCTION

This career education unit is concerned with human qualities that should help students recognize their strengths and weaknesses. Emphasis is placed on coping behavior and accepting other people. The main emphasis should be that of identifying and emphasizing students strong points in order to help them overcome their weaknesses.

This unit is to be correlated with arts, language arts, social studies, health, and mathematics. In art the students are involved in drawing, cutting out pictures, making scrapbooks and bulletin boards. In language arts, the students are involved in discussions, readings, writings, oral reports and listening. In social studies, the students are involved with all kinds of people in all kinds of jobs. In health, the students are involved with finding the reasons for likenesses and differences in people and learning how to live with and accept differences in oneself and in others. In mathematics, the students are involved in weights and measurements.

This unit should be read in its entirety before attempting to deal with the first module so one can get the feel for the entire unit.

The following modules are contained in this unit:

1. How Do I Look?
2. I'm The Only Me
3. What I Know About Me
4. Thinking About Others
5. Decisions
6. Some Jobs People Do

The unit is intended to be completed during a nine-week period though certain areas of it may be shortened or expanded, depending on the situation.

HOW DO I LOOK?

Module No. 1

Correlation: Language Arts
Social Studies
Mathematics

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand that he/she is a unique individual.
B. Understand likes and dislikes, strengths and weaknesses, needs, and emotional development.
C. Display a healthy, positive self-concept.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to

A. Discuss likenesses and differences in weight, height, and silhouettes.
B. Discuss the necessity of close attention to detail in certain types of work, in order to produce an accurate product.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need to become aware first of themselves then extend this awareness to others by examining their own physical characteristics, accepting their differences in height, weight and appearance as making them unique or special. They can then examine, accept, and hopefully respect differences they will find in other people as making them also unique and special.

B. *Materials and Equipment*

1. Filmstrip "I Have A Body"
2. Filmstrip "Observing"
3. Yardstick and scales
4. Mural paper
5. Paper for students to start their scrapbook
6. Projector

IV. LEARNING ACTIVITIES:

A. Estimate and record individually your weight and height in scrapbook (Those who wish may estimate each other's weight and height.)
B. View filmstrip "Observing"
C. Discuss the role hasty observation plays in bad judgement and false impressions.
D. Students will weigh and measure each other using scales and yardsticks and record these facts under their former estimates (compare figures).
E. View filmstrip "I Have A Body".
F. Develop representation of physical body using either pg. 1 from Student Activity Book OED productions, or body silhouttes on mural paper. Students take turns tracing each other on mural paper with magic marker.

V. EVALUATION:

A. The teacher will evaluate the student on how well he/she takes part in discussion of the filmstrips.
B. The teacher will evaluate student on how well he/she puts together scrapbook, and how well he/she can measure height and weight, and his/her representation of the physical body.
C. The teacher will observe students to determine the effectiveness of learning activities. Of concern are the following:
   1. Are the children becoming aware of their differences in height, weight and general appearance?
   2. Do their comments show that they accept their own appearance (height and weight) without feelings of inferiority?

VI. RESOURCES:

A. *Filmstrips*

1. "I Have A Body", (Career Awareness Kit) S.V.E. 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #125.)
2. "Observing", Eye Gate House, Inc., 146-01, Archer Ave., Jamaica, N. Y. 11435.

I'M THE ONLY ME

Module No. 2

Correlation: Language Arts
Art

I. GOAL:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand that there are certain physical, social and emotional characteristics which make an individual unique.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe and accept the ways he/she is alike and different from other students.
B. Describe self characteristics which make him/her a unique individual.
C. Compare characteristics based on previous experience, knowledge, and careful thought.

III. TEACHER PREPARATION:

A. *Teacher Notes*

For pupils to progress toward mature self acceptance, they need the best possible understanding of their own individualizing characteristics. Everyone is unique and special in his own way. Though people have many features in common, nobody has exactly the features as anybody else. It is this difference that makes a person special. Children need to become aware of and accept these differences in a positive manner.

B. *Materials and Equipment*

1. Large chart
2. Hand mirror
3. Scrapbooks
4. Magazine pictures
5. Ink pads and blank paper
6. Film
7. Filmstrips
8. Projector

IV. LEARNING ACTIVITIES:

A. View film "How Do We Look?"
B. Read poem "Mirror, Mirrow" as children listen.
C. Look at image in mirror, then draw self portraits to put in students scrapbook.
D. Ask if anything new was learned about self.
E. Describe own features and make interesting comparisons.
F. List all the different features and characteristics on a large chart.
G. Compare "I'm the Only Me Poster" and "self portraits" then discuss what makes people different.
H. View film "I'm the Only Me."
I. Collaborate in groups to find pictures of people who are fat, thin, short or tall, big or small, that can be used for making comparisons.
J. View filmstrip "Making Comparisons."
K. Discuss importance of finding likenesses and differences in people.
L. Discuss thumb prints. Visually examine thumbs and fingers for tiny lines. Provide an ink pad for taking finger prints and compare them with those of other children.
M. Find magazine pictures that are most like them and one that is most unlike them.
N. Paste in scrapbooks and tell why they are like and unlike the pictures.
O. Display self portraits under title "Here Is How We Look."

V. EVALUATION:

A. Students will be evaluated on their ability to describe some of the likenesses and differences about themselves in comparison to other class members.
B. They will be evaluated on how well they did on their self portrait and oral response in the discussion on the importance of being different.

VI. RESOURCES:

A. *Films*

1. "I'm The Only Me", (Identity Kit), Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois, 60611 (RESA V Career Education Project #3310)
2. "How Do We Look" (Identity Kit) Britannica (RESA V Career Education Project #3310).

B. *Filmstrip*

"Making Comparison," Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York, 11435.

C. Poem "Mirror, Mirror"

Mirror, Mirror
Mirror, mirror on the wall,
Can you tell me am I tall?
Am I skinny or am I fat?
Mirror, Mirror, answer that.
Do I forget or do I remember?
Am I fast or am I slow?
All of these things I want to know.
Well, mirror, will you tell me please?

P-1.5

Module No. 3

WHAT I KNOW ABOUT ME

Correlation: Language Arts
Health Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Identify his/her interests, attitudes, needs, fears, likes, dislikes, and abilities.
B. Accept with confidence his/her characteristics while weighing inhibiting and facilitating factors in terms of future plans.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe self characteristics which he/she likes about himself/herself.
B. Display pride in talking about school work which he/she has completed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Being children means "seeing in a mirror darkly," they have had many experiences related to self, but seldom if ever stopped to define or analyze these experiences; in short consider who they are, what they want, and need, like and dislike. This is an attempt to help children become aware of what they already know about themselves and to "see more clearly" in the mirror of life.

B. *Materials and Equipment*

1. Read books: *The Challenge of Parenthood, Children the Challenge, Psychology in the Classroom* and *Encouraging Children to Learn*. At least read the parts that deal with self and self-acceptance. (Teacher only).

IV. LEARNING ACTIVITIES

A. Read books, *Middle Matilda, Peter's Three Friends, Seven Stories for Growth.*
B. View filmstrip, "Who Am I?"
C. Discuss the importance of knowing self.
D. Take personal inventory of each student assessing likes, dislikes, attitudes, hobbies, and habits. (add to appendix in students' scrapbook).
E. View film "The Most Important Person"
F. Describe some things that make them feel important such as "I can hit homeruns." "My little sister likes to play with me."
G. Draw or paint a picture of themselves doing special things they can do that make them feel important.
H. Share pictures with class.
I. View filmstrip "I Can Do Things."
J. List the special things they can do in their scrapbook under their pictures.
K. View filmstrip, "How Can I Improve Myself?" *Open Ended Stories*—Oregon Society of Individual Psychology, Distributed by West Virginia Department of Education, Charleston, West Virginia.
L. Write in scrapbook, "Things I like best about myself", and "The thing or things I would like to improve."

V. EVALUATION:

A. Students will be evaluated by small group or individual conferences or discussions to determine the degree of self-acceptance.
B. Students will be evaluated by their list of things they like about themselves and things they need to improve on which will be listed in their scrapbooks.
C. During the show and tell activity involving the children's pictures of themselves, the teacher will observe whether the children show their work with pride and pleasure, and are able to accept their own work with a measure of satisfaction or are reluctant to share and are dis-satisfied with their work.

VI. RESOURCES:

For Teachers

A. *Books*

1. *Challenge of Parenthood*, Rudolf Dreikurs, Hawthorn Books, Inc., 70 Fifth Ave., New York, N. Y. 10011.
2. *Children: The Challenge*, Rudolf and Sultz Dreikurs, Hawthorn Books, Inc. 70 Fifth Ave., New York, N. Y. 10011.

Encouraging Children to Learn, Don Dindmeyer, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

For Students

1. *Middle Matilda*, Merriam, Random House, 201 East 50th St., New York, N. Y. 10022.
2. *Peter's Three Friends*, Montresor, Random House, 201 East 50th St., New York, N. Y. 10022.

B. *Film*

1. "The Most Important Person" (Identity Kit) Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611 (RESA V Career Education Project #3310).

C. *Filmstrips*

1. "Who Am I?" Scholastic-Kindle, 900 Sylnon Avenue, Englewood Cliffs, New Jersey 07632.
2. "How Can I Improve Myself?" Eye Gate House, Inc. 146-01 Archer Avenue, Jamaica, New York 11435.
3. "I Can Do Things" (Career Awareness Kit) S.V.E., Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #125.)

THINKING ABOUT OTHERS

Module No. 4

Correlation: Social Studies
Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others who possess varying characteristics as unique individuals with the potential for success in many occupations.

B. Understand the importance of interpersonal interaction and its affect on others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe how he/she is affected by the people around him/her.

B. Discuss the affects of his/her actions on those around him/her.

C. Display responsibilities for his/her actions in relationship to others.

D. Describe how the central character in role-playing activities helps or hinders others.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Everyone knows somebody who things of himself or herself and not of anyone else. People like that do whatever they want, as if they are the only ones who matter. People have rights, but people also have responsibilities, and one cannot take away the rights of others. How one treats another person is as important as how one treats himself/herself.

B. *Materials and Equipment*

1. Films
2. Filmstrips
3. Projectors
4. Open ended stories

IV. LEARNING ACTIVITIES:

A. Prepare the children for viewing the films by bringing up a recent social interaction that has taken place in your classroom, and asking them to try and remember how they felt.

B. Tell them they are going to see some films about how people are affected by the different people around them.

C. View film "Thinking of Others"

D. Prepare appropriate role play situations for your class, such as:

Your friend won't play with you on the playground. You ask why, and your friend says "just because". What do you say now?

It is Saturday, and your mother says she is going shopping. She says you can (cannot) go. What do you do now?

One child observed another one carrying a stack of books that is too heavy. So . . .

One child gets very angry and tells another that she or he is never going to play with the other again. So the second child . . .

One child copies the work of another, and gets caught. The child then . . .

E. Read Open Ended Stories by Joseph E. Malkiever, February, 1972, *Instructor*.

F. Suggest actors to role play the stories adding their own endings.

G. Encourage: Classroom discussion of how we are affected by the actions of the people around us.

H. View film: "Understanding Others".

I. Discuss film: "Understanding Others".

J. View filmstrip: "What About Others?".

K. Students may add to their scrapbook a sentence or paragraph, "One thing I now know about other people that I did not know before is . . ."

V. EVALUATION:

A. Teacher will observe the students using the guidelines:

1. Are the students able to participate in the role-playing activities in which the central character helps or hinders another person?
2. As the students discuss the role-playing activities they have participated in, do their comments show that they understand how they affect those around them?
3. Name ways people are different and alike.
4. As the students discuss the stories, do they show by their comments that they understand how the central figure was affected by those around him/her?
5. Are the students able to role-play various social situations that show the emotional reactions of individuals to those around them?
6. Are the students able to discuss their feelings in relation to those around them?

VI. RESOURCES:

A. *Films*

1. "Understanding Others" BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
2. "Thinking of Others" (Getting Along With Others Kit) Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611 (RESA V Career Education Project #3309).

B. *Filmstrip*

"What About Others" BFA Educational Media, 2211 Michigan Avenue., Santa Monica, California 90404.

C. *Magazine*

Instructor, "Me and Him", (Open Ended Stories) Joseph E. Malkieviez, February, 1972.

DECISIONS

Module No. 5 Correlation: Language Arts

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to: .

A. Utilize a logical decision-making process as input to making decisions which are based on subjective feelings and objective data.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Choose among many alternatives.
B. State plausible reasons for his/her choice.
C. Discuss his/her choice.
D. Discuss the importance of having good reasons for making the important decisions that he/she will make in life.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need to be able to understand the process of making a choice. Recognizing how choices for individuals can be very different in some things, but alike in others, and all valid for those individuals. Students need to realize that they can and do make valid decisions every day in the classroom, on the playground, and at home. Be sure that students recognize that choosing not to make a decision is in itself a decision.

B. *Material and Equipment*

1. Large box with an assortment of many small objects, such as books, toys, tools, scraps of cloth, paper, coins, etc.
2. Filmstrip.
3. Projector.
4. Activity Worksheets.

IV. LEARNING ACTIVITIES:

A. Each student will choose an object from the "Grab-box".
B. Students will show the objects chosen, and tell why they chose those objects.
C. View filmstrip "I Can Make Choices."
D. Ask students to make a list of the choices they make between the time school closes and begins in the morning.
E. Do activity worksheets on "I Can Make Choices".
F. Take children on a discovery walk during which they are to choose some objects and be prepared to tell why they were selected.
G. Students will discuss the choices and the reasons, and then talk about the importance of making good choices whenever they choose anything.

V. EVALUATION:

A. Teacher will observe the student using the following guidelines:

1. Are the students able to select an object and then give plausible reasons for their choice?
2. As they take part in the class discussion, do their comments show that they are beginning to understand the importance of making intelligent decisions?
3. Are they able to think critically about their choices and their reasons for the choices?
4. Do they sometimes alter their choices as they see that their reasons for choosing were poor?

VI. RESOURCES:

A. *Filmstrip*

"I Can Make Choices" Career Awareness: A Primary Introduction To Career Education. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #125).

B. *Activity Worksheets*

"Career Awareness: A Primary Introduction to Career Education" Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614 (RESA V Career Education Project #125) pp. 28-32.

SOME JOBS PEOPLE DO

Module No. 6

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other units, the student should be able to:

A. Understand the relationships between life styles and the requirements of various kinds of work.

B. Understand that intrinsic satisfaction plays a large role in social, educational, and career endeavors.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe the affect of various kinds of work on life styles.

B. Describe the reasons why people pursue a certain career during a life time.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need to take the concepts they have developed on discovering the differences and likenesses in people and examine the jobs people do in the world of work. They should realize the differences in jobs. All people wouldn't want, couldn't and shouldn't do the same types of jobs.

B. *Material and Equipment*

1. Resource persons (community workers)
2. Books
3. Magazines
4. Scissors
5. Tape
6. Paste
7. Student Scrapbook
8. Student Worksheets

IV. LEARNING ACTIVITIES:

A. View filmstrip "The Work People Do".

B. Do worksheets. *The Work People Do*, pp. 12-21.

C. Invite a group of people from the community and surrounding areas from a variety of jobs that take in different human qualities, such as tallness, shortness, good looks, brain power, muscle power, as well as some jobs that would make very little difference what human qualities they possess. Be sure that resource people are ready to tell the positive and negative aspects of their job, as well as individual qualities.

D. Students prepare questions they want to ask resource people about their jobs.

E. Students listen and discuss a variety of jobs with resource people.

F. Students discuss with resource people how their life styles determine the kinds of jobs they have, such as self-satisfaction, money, physical, etc.

G. Have students interview their parents.

H. Bring pictures representing the careers their parents have.

I. Take a discovery walk to observe people working in the community.

J. Discuss all the differences seen not only in the people but in the jobs.

K. Role play different workers based on "discovery" walk information.

L. Teacher and students bring to class a variety of books and magazines showing a variety of workers and a variety of different.

M. Students cut out and put on bulletin board pictures of workers at a variety of jobs. Bulletin board title could be "All kinds of people for all kinds of jobs".

N. Students paste pictures in their scrapbook, all sizes and shapes of people at a variety of jobs. Suggested title could be: "All kinds of jobs for all kinds of people".

V. EVALUATION:

A. Teacher will evaluate students responses in their interview, the observations they make on the discovery walk, their work on the activity sheets and bulletin boards.

VI. RESOURCES:

A. *Filmstrip*

"The Work People Do" (Career Awareness: A Primary Introduction to Career Education) Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #125.)

B. *Resource Persons*

Community Workers

PEOPLE WHO WORK IN SCHOOLS

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Health, Language Arts, Mathematics, Science and Social Studies

INTRODUCTION

This career awareness resource unit was prepared for use in the primary grades. It is concerned with the many jobs related to the operation of a school. Workers which students will encounter are: teachers, principal, librarian, secretary, nurse, cafeteria workers and custodian.

The purpose of this unit is to help young children develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of occupations that could assist them in understanding the relationships which exist among self, education, and work.

Methods to be incorporated while carrying out this unit are: role-playing, field trips, media, research activities, and interviews with workers and resource persons. This unit should be correlated with language arts, social studies, mathematics, science, art, and health. In language arts, the students are involved in reading, oral reports, listening, and role-playing. In social studies, they are involved in values, attitudes, the importance of work (to the individual, the school and the community), and decision making. In mathematics, the students work with counting, numbering, and measurement. In science and health, they deal with nutrition and food handling, cleaning products, medicines, and drugs. In art, they are involved in making posters, models, bulletin boards, and displays.

The intent of this unit is to help students achieve academically while becoming aware of the world of work. Teachers will select the activities appropriate for the children they teach. Teachers may want to develop the modules more fully to be compatible with the interests and abilities of their students.

SELF CONCEPTS

Module No. 1

Correlation: Social Studies, Language Arts, Art

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Appraise his/her attitudes, interests, beliefs, values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations.

B. Respect and accept self and the contributions he/she makes in his/her home, class, and community.

C. Understand that one needs to gain knowledge and develop skills to preform certain tasks in his/her home, school, and community.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the jobs he/she performs in school, in relationship to likes and dislikes.

B. Analyze why his/her jobs are important and why they must be done.

C. Determine those jobs he/she likes and those jobs he/she dislikes.

D. Specify the skills he/she needs to do his/her job effectively.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Children are unique and that is a benefiting situation for mankind. Many children are sometimes afraid to permit that which makes them unique from their peers, to become known. Each person with his own special set of interests, etc., are necessary so that all persons can contribute to society and mankind.

B. *Materials and Equipment*

1. Filmstrips
2. Projector
3. Drawing paper
4. Crayons
5. Books

IV. LEARNING ACTIVITIES:

A. View filmstrip "Learning to do things for Yourself".

B. Consider jobs which students can do alone.

C. View filmstrip "Learning to Help Others".

D. Cite ways students can help others.

E. Make students aware that they are capable of performing various jobs around the classroom.

F. Chart classroom chores as per schedule.

G. Perform classroom chores as per schedule.

H. Draw and color a picture of a worker performing his/her work.

I. View filmstrip: "School Manners".

J. List appropriate behavior in various school situations.

V. EVALUATION:

A. The teacher will evaluate the student's awareness of the value of his/her contributions through discussion, observation of cooperative effort, and responsibility for completing his/her work.

B. The teacher will determine the degree to which each understands his/her attitudes, likes, and dislikes by observation as he/she performs tasks.

VI. RESOURCES

A. *Books*

1. *Go To A School*, Buckheimer, Naomi. G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016, 1957.
2. *All Ready for School*, Adelson, Leone. David McKay Company, Inc., 750 Third Avenue, New York, New York 10017, 1957.
3. *The School*, Bruna, Dick. Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607, 1968.
4. a. *I Want To Be A Bus Driver*, Greene, Carla. Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
   b. *I Want To Be A Librarian*, Ibid. 1960.
   c. *I Want To Be A Mechanic*, Ibid. 1959.
   d. *I Want To Be a Nurse*, Ibid. 1957.
   e. *I Want To Be A Teacher*, Ibid. 1957.
5. *About School Helpers*, Hoffman, Elaine. Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.
6. *How Schools Aid Democracy*, McCabe, Sybil. Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
7. *The Night Workers*, Schwartz, Alvin. E. P. Dutton and Company, 201 Park Avenue South, New York, N. Y. 10003, 1966.

8. *Let's Find Out About School*, Shapp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York, 10022, 1961.

B. *Filmstrips*

1. "Learning To Do Things For Yourself", Troll Associates, East 64th Midland Avenue, Paramus, New Jersey, 07652.
2. "Learning To Help Others", Troll Associates, East 64th Midland Avenue, Paramus, New Jersey 07652.
3. "School Manners—Manners Are Lots Of Fun", Troll Associates, East 64th Midland Avenue, Paramus, New Jersey 07652.

P-2.5

SCHOOL WORKERS

Module No. 2

Correlation: Social Studies, Language Arts, and Arts

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Value others as unique individuals who possess varying degrees of negative and positive traits, and as respected individuals who contribute to the welfare of others.

C. Perceive the value of school subjects in terms of their function in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the many kinds of jobs in the school.

B. Describe the importance and contribution of work.

C. Conclude that all work is necessary.

D. Enumerate skills necessary for different kinds of work.

E. Indicate that basic educational skills are necessary for all work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Children need to develop an appreciation for the worth and dignity of all work performed by people in the school's environment. They should also learn to identify their own potential, and their role in relation to the school environment.

B. *Materials and Equipment*

1. Film
2. Filmstrip
3. Projectors
4. Study Prints
5. Pictures of workers
6. Paste
7. Crayons
8. Construction Paper
9. Scissors

IV. LEARNING ACTIVITIES:

A. View filmstrip: "School Workers".

B. Compare and contrast the jobs of school workers and cite reasons why each job is important.

C. Identify the basic skills required to perform all the jobs.

D. View film: "Helpers At Our School".

E. View and discuss study prints.

F. Construct a bulletin board display of school workers using pictures of various workers on the job.

V. EVALUATION:

A. The teacher will evaluate the student's understanding of the importance of workers in the school and the educational skills needed by each worker.

B. The teacher will evaluate the student's knowledge of workers in the school by asking them to list or describe the jobs.

VI. RESOURCES:

A. *Books*

1. *All Ready for School.* Adelson, Leone, McKay Company, Inc., 750 Third Avenue, New York, New York 10017, 1957.
2. *The School.* Dick Bruna, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607, 1968.
3. a. *I Want To Be A Bus Driver.* Greene, Carla Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607, 1957.
   b. *I Want To Be A Librarian.* Ibid. 1960.
   c. *I Want To Be A Mechanic.* Ibid. 1959.
   d. *I Want To Be A Teacher.* Ibid. 1957.
4. *About School Helpers.* Hoffman, Elaine, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.
5. *How Schools Aid Democracy.* McCable, Sybil Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
6. *The Night Workers.* Schwartz, Alvin, E. P. Dutton and Company, 201 Park Avenue, South, New York, New York, 10003, 1966.
7. *Let's Find Out About School.* Shapp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1961.

B. *Film*

Helpers At Our School", Coronet Films, Inc., 1422 Chestnut Street, Philadelphia, Pennsylvania 19102.

C. *Filmstrip*

"School Workers", Community Workers and Helpers Group I, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V—Career Education Project #123)

D. *Study Prints*

"School Friends and Helpers", Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

TEACHER

Module No. 3

Correlation: Language Arts
Math
Art

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Perceive ways in which subject content is functional within and outside the classroom in the career world.
B. Understand the intrinsic satisfaction which accompanies the work role of the teacher.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe the teacher's role as similar to a parent's work role, i.e. importance to society, family, and self.
B. Document that the teacher helps others prepare for the future.
C. Conclude that teaching provides considerable personal satisfaction.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Teaching brings dignity of position in the community.
Teaching brings a sense of doing a job that is meaningful and important.
It affords time for advancement and further study.
It opens the way for a career in administration, supervision, or a specialized teaching field.
Teachers have regular hours and liberal holidays.
Individual must enjoy working with children and be able to communicate effectively with parents and community.

B. *Materials and Equipment*

1. Book
2. Pamphlet
3. Work lists
4. Boxes for model classrooms
5. Crayons
6. Construction paper
7. Drawing paper
8. Paste
9. Scissors
10. Felt tip markers
11. Resource person

IV. LEARNING ACTIVITIES:

A. Compile a list of spelling words using school workers' titles and names of their tools.
B. Prepare an area for role-playing.
C. Assign a "teacher" for spelling lesson.
D. Student "teacher" conducts spelling lesson using school workers' titles and tools list.
E. Arrange for pupils to visit other classrooms.
F. Act out teacher-student, teacher-family, teacher-principal roles.
G. Have students correct papers, tally errors, and score.
H. Have teachers of other grade levels talk to students.
I. Discuss similarities and differences in methods and equipment.
J. Discuss many different activities involved in being a teacher.
  1. Planning lessons.
  2. Supervising playground and lunchroom.
K. Discuss necessary skills in teaching—ability to use math, language, spelling, reading skills, attitudes toward learning and children.
L. Discuss specializations in the teaching field.
  1. Guidance
  2. Speech therapy
M. Sketch impressions of the teacher in various teaching activities.
N. Have students bring cigar or shoe boxes for models of school classrooms.
O. Assemble construction paper, paste, crayons, felt tip markers, drawing paper, scissors, etc.
P. Construct a scale model of a classroom from boxes and construction paper.

V. EVALUATION:

A. Students will be observed for awareness of a teacher's duties through role-playing and discussion. Students will write a story about their teacher listing jobs that a teacher must do and some reasons why teachers enjoy their work.

VI. RESOURCES:

A. *Books*

1. *I Want To Be A Teacher*, Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607, 1957.
2. *About School Helpers*, Hoffman, Elaine, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.

B. *Pamphlet*

"Should You Be A Teacher?" Russell, William F., New York Like Insurance Company, 51 Madison Avenue, NY, NY.

C. *Resource Person*

Other teachers

D. *Sample Word List*

school
teacher
principal
librarian
nurse
pencil
chalk
student
office
cook
janitor
bus driver

cafeteria
typewriter
phone
secretary
kindergarten
elementary
lunch
recess
playground
gymnasium
broom
blackboard

PRINCIPAL

Correlation: Language Arts and Art

Module No. 4

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation, e.g. financial, hours of work, geographical location, physical and mental requirements, etc.

B. Understand that additional education and experience allows the individual access to a larger number of occupations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the role of the principal as it relates to his/her directing the educational and functional activities of the school.

B. Share feelings about the principal's responsibility for the behavior of pupils.

C. Support the contention that the principal acts as an information center for the school and the school's interaction with the community.

D. Relate that a principal is usually a teacher who decides to further his/her education and accept greater responsibilities.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The principal has a position of dignity in the community; is chief authority of the school; is responsible for making rules that affect pupils and for their behavior; is responsible for the management of the school and for the selection and support of the teaching personnel.

The principal must have the ability to work with a variety of people and to solve problems associated with the school. He/she must also enjoy working with children and be able to communicate with them on all levels.

The principal's position provides a sense of doing a job that is meaningful and important. It affords time for study and advancement, regular hours, and liberal holidays.

B. *Materials and Equipment*

1. Boxes
2. Construction paper
3. Crayons
4. Paints
5. Paste
6. Scissors
7. Study prints
8. Resource person
9. Books

IV. LEARNING ACTIVITIES:

A. View study prints and discuss what is seen.

B. Discuss activities of a school principal—what he does and how his job relates to that of other school workers.

C. Compose a list of questions for students to ask the principal.

D. Have principal visit classroom and talk about his/her work.

E. Students visit principal's office in groups of five or six.

F. Students report what they observed in principal's office, what equipment they saw being used, and who else was involved with the principal's work day.

G. Role-playing the principal interacting with other school workers.

H. Construct a model of the principal's office to go with model classroom.

V. EVALUATION:

A. The teacher will evaluate the student's understanding of the role of the principal through observation, discussion and interpretation of roles.

B. The teacher will evaluate the students on a written description or oral report of the principal's role in the school.

VI. RESOURCES:

A. *Books*

1. *About School Helpers*, Hoffman, Elaine, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1967.
2. *People Who Work Near Our House*, Judson, Clara, Random House, 201 East 50th Street, New York, New York 10022.
3. *How Schools Aid Democracy*, McCabe, Sybil, Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
4. *Let's Find Out About School*, Sharp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1961.
5. *Schools Are Where You Find Them*, Speiser, Jean, The John Day Company, 257 Park Avenue, South, New York, New York 10010.

B. *Resource Person*

School Principal

C. *Study Print*

"Schools, Families, Neighborhoods", Field Educational Publication, Inc., 609 Mission Street, San Francisco, California.

LIBRARIAN

Module No. 5

Correlation: Language Arts
Mathematics

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the affective, cognitive, and dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Verbalize the duties of a librarian.
B. Recognize library equipment, e.g. station, tape recorders, and filmstrip viewers.
C. Locate reference area, picture book and vertical files.
D. Explain how libraries are organized and operated.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A librarian must enjoy working with others; have a broad background in literature; and interests in a variety of subjects.

He/she must be a certified teacher, enjoy working with children and have knowledge of the school curriculum.

The librarian has many duties such as: selecting and purchasing books, periodicals, audo-visuals; organization and circulation of materials; assist students and teachers in research, study and recreation.

B. *Materials and Equipment*

1. Chart paper
2. Filmstrips
3. Projector
4. Resource person
5. Books

IV. LEARNING ACTIVITIES:

A. Visit school library for tour of facilities and demonstration of equipment.
B. Make students aware that the library is organized according to a numbering system and that various numbers are related to the kinds of materials. (Dewey Decimal System)
C. Let student check out a book, noting the jobs involved.
D. Let students assist in counting circulation for their class.
E. The librarian visits the classroom for an interview and answers questions.
F. Show filmstrips: "Library Workers", "Exploring the Library", "Learning To Be Responsible".
G. Follow filmstrips with listing librarian's duties and related occupations as viewed in the filmstrips.
H. Students write a story about "What's Happening At The Library".

V. EVAULATION:

A. The teacher will evaluate the students by having them make a chart listing the duties of a librarian. Students will be evaluated on their language skills in story writing. Students will demonstrate the procedures to follow in checking out a book.

VI. RESOURCES:

A. *Books*

1. *A Book To Begin On Libraries*, Bartlett, Susan, Holt Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York, 10017.
2. *I Want To Be A Librarian*, Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607, 1957.
3. *The Children's Book on How To Use Books And Libraries*, Matt, Carolyn, Baisden, Leo B., Charles Schribner's Sons, 597 Fifth Avenue, New York, New York 10017.
4. *How Reference Resources Help Us*, Nichol, William, Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
5. *What Happens At The Library*, Shay, Arthur, Regnery, Henry Co., 114 W. Illinois Street, Chicago, Illinois 60610, 1971.
6. *The First Book of Facts And How To Find Them*, Whitney, David, Watts, Franklin Watts Inc., 845 Third Avenue, New York, New York 10022, 1966.

B. *Filmstrips*

1. "Exploring The Library", *Using The Elementary School Library*, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.
2. "Learning To Be Responsible", *Learning To Live With Others*, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.
3. "Library Workers", *Community Workers and Helpers*, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

C. *Resource Person*

School Librarian

SECRETARY

Module No. 6

Correlation: Language Arts and Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Identify similarities of local careers to careers in general.

B. Understand that different kinds of occupations require different kinds of preparation.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the duties of a school secretary.

B. Name the "tools" of a school secretary.

C. Recognize certain skills required to use these "tools".

D. Compare the job of a school secretary to that of all secretaries.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The school secretary is responsible for answering telephones, principal's correspondence, filing of school records, processing purchase orders of supplies and equipment, and greeting and welcoming visitors. She/he also handles school supplies for classroom use—e.g. pencils, paper, erasers, etc.

B. *Materials and Equipment*

1. Boxes
2. Crayons
3. Paste
4. Construction paper
5. Magazine pictures
6. Scissors
7. Study prints
8. Pamphlets
9. Books
10. Magazines

IV. LEARNING ACTIVITIES:

A. Read books on being a secretary.

B. Visit office and interview secretary.

C. Report what was observed—duties of secretary, equipment seen in operation, people who came in, etc. List on blackboard as they are reported.

D. View study prints and describe what is being done.

E. Construct and add model of secretary's work area to school model.

F. Assemble magazine clippings of office equipment and secretaries on the job.

G. Ask secretary to visit classroom and role play with students.

V. EVALUATION:

A. Students will be observed for understanding of necessary tools and functions as they choose pictures and construct their office model.

B. Students will be required to make a list of secretarial duties and skills.

VI. RESOURCES:

A. *Book*

I Want To Be A Secretary, Baker, Eugene, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

B. *Pamphlet*

"Should You Be A Secretary?" Jennings, Clare, H., New York Life Insurance Company, 51 Madison Avenue, New York, New York.

C. *Study Print*

"Schools, Families, Neighborhoods", Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

D. *Resource Person*

School Secretary

NURSE

Module No. 7

Correlation: Language Arts, Science
and Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Understand that there are many kinds of jobs in the school.
- B. Identify similarities in education for careers in nursing, and to nursing careers in general.
- C. To value medical careers terms of their contribution to the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Explain that the school nurse is a specialist with training in medicine.
- B. Describe that a school nurse has the same training and knowledge as a nurse in a hospital, doctor's office, or clinic.
- C. Compare the many other occupations in medicine to that of a registered nurse—e.g. nurses aides, practical nurses, doctors, hospital workers, x-ray technicians, ambulance attendants, and pharmacists.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A nurse must be reliable. A patient's life may depend on his/her reliability in carrying out the doctor's orders. A nurse must learn many complicated techniques and skills. She/he must be understanding, like people, and have a sense of humor. Also a nurse must have good health, both physically and emotionally.

The school nurse must be a registered nurse. There are three ways to become a registered nurse: attend a hospital school of nursing for three years; attend a college or university to achieve a B. S. degree in nursing, four or five years; and participate in associate degree program for two years. After successful completion of any of the above courses of study, the nurse must pass an exam by the State Licensing Board.

Specific duties include: discover physical problems that may deter learning ability and make recommendations to teachers, parents, and doctors regarding these problems; attend minor accidents that occur at school; detect symptoms of contagious diseases to help prevent their spread; administer health tests; keep records, and advise teachers of health practices that may be incorporated into classroom routines.

B. *Materials and Equipment*

1. Books
2. Pamphlets
3. Study prints
4. Resource person
5. Chart paper

IV. LEARNING ACTIVITIES:

- A. Have students research information about nursing and related occupations.
- B. Visit the school nurse in his/her working environment.
- C. List the duties of a school nurse and the different instruments he/she uses.
- D. Have students report on various other related occupations and subjects, e.g. medicines, drugs, immunizations, and diseases.
- E. List health habits that are desirable.
- F. View filmstrips: "Hospital Workers" and "Doctor's Office Workers".
- G. Compare and contrast what is seen with the duties of a school nurse.
- H. Let students prepare a hospital role play program using actual nursing equipment.
- I. Draw upon the many current television series about doctors and nurses.

V. EVALUATION:

- A. Students will make a list of health habits and tell why each is important.
- B. Students will write about the school nurse, what he/she does, why his/her job is important to the school, and what she/he had to do to become a nurse.
- C. Students will list other related occupations.

VI. RESOURCES:

A. *Books*

1. *Vaccination and You*, Cohen, Daniel, Messner, Julian, Division of Simon & Schuster, Inc., 1 W 39th Street, New York, New York 10018, 1969.
2. *I Want To Be A Doctor*, Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
3. *I Want To Be A Nurse*, Greene, Carla, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
4. *Let's Find Out About The Hospital*, Kay, Eleanor, Franklin, Watts, Inc., 845 Third Avenue, New York, New York 10022.
5. *Your Health*, Klagsbrun, Francine, Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1969.

6. *How Doctors Help Us.* Mecker, Alice, Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153, 1964.
7. *First Aid.* Pottoff, Carl, Boy Scouts of America, National Council, New Brunswich, New Jersey 08906, 1957.
8. *Johnny Goes To The Hospital.* Sever, Josephine, Houghton Mifflin Company, Two Park Street, Boston, Massachusetts 02107, 1953.
9. *Let's Find Out About Safety.* Shapp, Martha, Franklin Watts, Inc., 845 Third Avenue, New York, New York, 10022, 1964.
10. *What It's Like To Be A Doctor.* Shay, Arthur, Regnery, Henry Co., 114 West Illinois Street, Chicago, Illinois 60610, 1971.
11. *About Jerry and Jimmy And The Pharamacist.* Thompson, Frances B., Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607, 1964.

B. *Filmstrips*
1. "Doctor's Office Workers", Community Workers and Helpers, Group I Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #123).
2. "Hospital Workers", Community Workers and Helpers, Group II, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #122).

C. *Pamphlet*
"Should You Be A Nurse?", Sleeper, Ruth, New York Life Insurance Company, 51 Madison Avenue, New York, New York.

D. *Resource Person*
School Nurse

E. *Study Print*
"Schools, Families, Neibhborhoods", Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

CAFETERIA WORKERS

Module No. 8

Correlation: Science, Art, Language Arts and Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand that the health and energy needs of students are met at school by the cafeteria workers.
B. Value cafeteria workers as specialists in handling food and maintaining cafeteria services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Tell how nourishing goods are important to health and, therefore, to learning.
B. List skills that are necessary to become a cafeteria worker.
C. Describe the contribution that cooks make to the individual and society.
D. Describe health factors in refrigerating foods and identify goods that must be refrigerated.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The work schedule of cooks may be very different from other school workers. Cooks must pay close attention to personal cleanliness, have a keen sense of smell, and have the ability to cooperate with a group. They must also observe State Sanitation requirements for food handlers. A certain amount of physical and mental activity is involved, such as: planning meals, ordering necessary foods, preparing meals, distributing and collecting payment for food, maintain and care for cafeteria equipment.

B. *Materials and Equipment*

1. Crayons
2. Drawing paper
3. Old magazines
4. Paste
5. Scissors
6. Books
7. Filmstrips
8. Resource person
9. Instant pudding
10. Milk

IV. LEARNING ACTIVITIES:

A. Read books about health and proper diet.
B. View filmstrips about food and health.
C. Discuss the operation of a school lunch program. Who does what?
D. List why it is important to have such a program.
E. Formulate questions to ask.
F. Visit the kitchen in the morning while lunch is being prepared and during the afternoon to see cleanup work.
G. Discuss what was on the menu and what guidelines were used to plan such a menu.
    1. Is the lunch a balanced meal?
    2. Do the cooks have help planning lunches?
    3. Is the food prepared in advance?
H. Discuss the duties of workers and their attitudes about their work.
I. Write what would happen if the cooks did not do their job well.
J. View filmstrips: "Find Out How Foods Are Used In Your Body", "The Story of Bread", "The Story of Fruits and Vegetables", "The Story of Meat", "The Story of Milk", and "The Foods We Eat".
K. Discuss why it is important to have a balanced diet. How can it affect the student's ability to do school work?
L. Make a chart showing the basic food groups.
M. Make a frieze containing pictures of vegetables, or riddles about food.
N. Make picture menus of clippings and drawings.
O. Experiment with refrigeration. Put one small quantity of milk in refrigerator, and an identical quantity in a glass in the classroom. Allow both to remain for two days. Check both.
P. Write letters to thank the cooks for their visit.
Q. Make instant pudding in the classroom.
R. Discuss how the food gets to the school.
    1. Does it come by truck from local merchants?
    2. Are there special trucking firms for schools food programs?

V. EVALUATION:

A. The teacher will evaluate the student by the amount of interest which is shown during the discussion, by the contributions which are made to the discussion, and by the story and pictures created about work roles studied. The teacher will evaluate the student by the amount of cooperation and teamwork demonstrated during the participation in the cooking activity.

VI. RESOURCES:

A. *Books*
   1. *First Book of Boy's Cooking*. Beim, Jerrold. Franklin Watts, Inc., 845 Third Avenue, New York, New York 10022, 1957.
   2. *Eating and Cooking Around the World*. Berry, Erick. The John Day Company, 257 Park Avenue, South, New York, New York 10010, 1963.
   3. *Cook-A-Meal Cook Book*. Clark, Garcl. Scott Publishing Co., 604 Fifth Avenue, New York, New York 10020.
   4. *And Everything Nice*. Cooper, Elizabeth K., Harcount, Brace, and Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1966.
   5. *It's Fun to Cook*. DeLeeuw, Adele. Macmillan Company, 866 Third Avenue, New York, New York 10022.
   6. *Fun With Cooking*. Freeman, Mae. Random House, 201 East 50th Street, New York, New York 10022.
   7. *Miss B's First Cook Book*. Hoffman, Peggy. Bobbs-Merrill Company, 4300 West 62nd Street, Indianapolis, Indiana.
   8. *Nothing to Eat—But Food*. Jupo, Frank.

B. *Filmstrips*
   1. "Find Out How Foods Are Used In Your Body". (Complete address unavailable).
   2. "The Story of Milk" Singer Education Division (SVE) 1345 Diversey Parkway, Chicago, Illinois 60614.
   3. "The Story of Bread", Singer Education Division (SVE) 1345 Diversey Parkway, Chicago, Illinois 60614.
   4. "The Story of Fruits and Vegetables" (SVE) 1345 Diversey Parkway, Chicago, Illinois 60614.
   5. "The Foods We Eat" Coronet Instructional Films, Inc., Coronet Building, 65 East South Water, Chicago, Illinois 60601.

C. *Resource Persons*
   Cafeteria Workers

CUSTODIAN

Module No. 9

Correlation: Science, Language Arts, and Health

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Appreciate that a school depends on a custodian to maintain a clean and functioning environment conducive to learning and safety.

B. Understand that a school's physical environment affects pupil's ability to learn.

II. PERFORMANCE OBJECTIVES:

After the teacher had directed the learning activities indicated in this module, the student should be able to:

A. Describe the relationship between heat, light, ventilation, and cleanliness to learning.

B. Cite examples of how the custodian's job is important to the school.

C. Tell about the duties and responsibilities of a custodian.

D. Relate some of the skills necessary to do custodial work.

III. TEACHER PREPARATION:

Teacher Notes

School custodians schedule their work so it will aid rather than disrupt other school activities. Weather affects the maintenance needs of a school, and custodians adapt their work schedule accordingly. Most custodian skills are learned by experience. They must have some knowledge of all phases of maintenance, and strength and energy for physical labor. Custodians work different time schedules, some must work early and others may stay late in the evening.

B. *Materials and Equipment*

1. Tape recorder
2. Tape
3. Resource person
4. Custodian supplies
5. Writing paper

IV. LEARNING ACTIVITIES:

A. Arrange with custodian for small committees to follow him/her for short periods of time during one school day, to observe the various tasks which he/she performs.

B. Divide class into committees for this activity, and request that they observe and take notes to report to the whole class.

C. Interview custodian with tape recorder asking questions about his/her work, what training he/she had, what kinds of tools he/she uses, etc.

D. Listen to tape and list jobs performed by custodian.

E. List tools and supplies used by custodian.

F. Discuss importance of clean environment.

G. Discuss what school would be like without the services performed by the custodian:

1. Floors would remain dirty.
2. There would not be anyone to make repairs on furniture.
3. The heat would not be regulated properly in the rooms.

H. Discuss jobs at home that are similar.

1. You must sweep floors at home, as well as school.
2. We must repair furniture when broken at home and school.
3. Heating vents must be checked and filters checked regularly at home and school.

I. Take a walking tour of the school building pointing out features which might require custodian's special care.

J. Role-playing jobs of custodian in classroom with the custodian as a resource person.

V. EVALUATION:

A. Students will identify the tools used by the custodian and associate them with the jobs to be performed.

B. Students will list skills needed to maintain school building and grounds.

VI. RESOURCES:

A. *Resource Person*

Custodian

CULMINATING ACTIVITIES

Correlation: Language Arts and Art

Module No. 10

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Understand the value of school subjects in terms of their function in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the basic skills needed for each work role studied.

B. Discuss the importance of any job done well.

C. Recognize various workers and associate them with their duties and tools.

D. Tell how all jobs are important to the school and how each job requires special skills, knowledge and/or training.

E. Differentiate the jobs of school workers to the smooth operation of the school.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many people are involved in the operation of a school. Schools function as part of the community. They provide children with a means for social interaction. There will always be a need for some type of school. School experiences are a preparation for life and most school-related jobs are open to both sexes. Schools can use community resources at all grade levels by emphasizing the role of various community helpers from business, industry and the home. Their curriculum must change to accommodate changes in society. Their curriculum must change to accommodate changes in society. There are many ways of learning: through role-playing, field trips, audio-visual means, resource persons, and actual experiences.

B. *Materials and Equipment*

1. Principal—bell, attendance report
2. Teacher—chalk, book, pencil, ruler
3. Librarian—book, charging, tray, stamp
4. Secretary—notebook, pencil
5. Nurse—thermometer, watch
6. Cafeteria worker—bowl, spoon, apron
7. Custodian—broom, dust cloth, waste basket
8. Art paper
9. Crayons

IV. LEARNING ACTIVITIES:

A. Assemble items for role-playing each school worker.

B. Assign students to various roles.

C. Set stage for role-playing.

D. Teacher states "It is time for school to begin". Each student "worker" begins his/her activity and takes his/her turn telling who he/she is and what he/she is doing . . . . e. g. the principal rings the bell, the custodian will open doors, the secretary answers the telephone, and the teacher greets the class, etc.

E. Discuss feelings about the various roles portrayed.

1. Are you happy or sad portraying these roles?
2. Are you a leader and comfortable in these roles?

F. Discuss all work studied.

1. Are we planning careers in this field? Why? Why not?
2. Can we prepare for these careers now? How?

G. Decide what school subjects might be needed by each of the people in these work areas.

H. Draw pictures of one of these workers performing the work.

V. EVALUATION:

A. Teacher observes role-playing activities.

B. Students choose a school worker and list the jobs each one performs, what training is involved, and what tools each uses.

C. The student should be able to identify at least one reason why each worker is important to the school and to society.

P-3.1

PEOPLE WHO WORK FOR THE CITY GOVERNMENT

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Language Arts, Music, Physical Education, Science
and Social Studies

INTRODUCTION

This career education resource unit concerns itself with occupations related to city helpers. Some of the occupations which students may encounter are: policemen, firemen, librarian, mayor, and bus driver.

Career Education is not an end in itself. Rather it is a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the existing subjects being taught. This method of teaching makes use of field trips, role playing, resource people, media and research activities. The intent is to help students achieve both academic goals and career education goals.

This unit is to be correlated with language arts, music, art, science, math, and social studies. This unit is not to be taught as a separate subject. In language arts, the students are involved in writing letters, discussions, reading, reporting, listening, role playing and creative writing. In art, the students are involved in drawing, cutting, making bulletin boards and modeling clay. In social studies, the students are involved in social aspects of work, the importance of work to the individual, family and society. In science, the students are involved in experimentation. In math they must work with numbers, measurement and counting money.

This unit is intended to be completed during one semester. It may be shortened or expanded to more effectively meet the needs of the student involved.

P-3.3

INTRODUCTION TO CITY WORKERS

Module No. 1

Correlation: Language Arts
Social Studies
and Art

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the value of school subjects for effective work in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe the importance of city workers.
B. Discuss the basic skills needed for various work roles of city workers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

City workers are employed to serve the identified needs of individuals (need for fire-police protection) and to further social goals (freedom, etc.). City workers are required to possess many educational skills in order to effectively carry out their work.

B. *Materials and Equipment*

1. Films
2. Filmstrips
3. Projector
4. Story Paper
5. Crayons
6. Books

IV. LEARNING ACTIVITIES:

A. View filmstrip "Why We Have Rules and Laws".
B. View films
   1. "Why People Have Special Jobs"
   2. "What Is A City?"
C. Discuss the importance of city workers
   1. City workers keep our city clean, safe and useable.
   2. We can enjoy our parks and pools because of them.
D. Write a story about a city worker, describing their importance in helping others.
E. Draw a picture to go along with the story.
F. Discuss the need for basic skills in various occupations.
   1. Protection
   2. Safety
G. Read books about city workers which are placed in special learning centers.

V. EVALUATION:

A. The teacher will evaluate the student through language skills in discussion.
B. The teacher should be aware of any motivational changes in the students.
C. The teacher will evaluate the student on interest and contribution of story telling.

VI. RESOURCES:

A. Books
   1. *Communities and Their Needs*. Silver Burdette Company, 250 James Street, Morristown, N.J. 07960
   2. *About Friendly Helpers Around Town*. Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Illinois 60607
   3. *Everyone Has Important Jobs to Do*. (complete data unavailable).
B. Films
   1. "Why People Have Special Jobs", Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601 (RESA V Film Library—MP 1387)
   2. "What Is A City?" Coronet Films, 65 E. South Water Street, Chicago, Illinois, RESA V Film Library
C. Filmstrip
   1. "Why We Have Rules and Laws", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

Module No. 2

THE POLICEMAN

Correlation: Language Arts
Art and
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Understand the value of the services a police officer performs in the community.
B. Understand that different jobs are performed in the police department.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Name several jobs done by those working in the police department.
B. Name the ways in which the policeman helps the community.

III. TEACHER PREPARATION

A. *Teacher Notes*

Police officers provide protection services against theft, damage to personal property, etc., safety activities such as traffic laws and safety for children, counseling services, etc. Many different jobs exist in the police department such as clerical, patrol, helicopter pilots, investigations, etc.

B. *Materials and Equipment*

1. Resource person
2. Films
3. Projector
4. Tape Recorder
5. Library Books
6. Magazines
7. Scissors
8. Paste
9. Art paper
10. Paint
11. Clay

IV. LEARNING ACTIVITIES:

A. Listen as the police officer discusses his/her profession, and watch as he/she demonstrates his/her automobile.
B. Watch and listen to films, and afterwards, in a circle, discuss the importance of the police officer's job.
C. Listen as the teacher reads stories about the police officer; also, check out books from the library display table for home use.
D. Help construct a mural, the theme of which will be "The Police Officer's Job", and afterward prepare a story on this topic.
E. Write a thank you letter to the police officer for his/her visit. (with the help of the teacher).
F. Construct police officer's badge.
G. Allow children to make traffic signs and signals from the construction paper and play police officer by using a whistle.
H. List different jobs done by police officer in the community.
I. Make clay models of police cars.
J. Prepare a learning center where children can read books, listen to tapes, records, and have paper available for "Things We Want to Know about Police Officers."

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and participation in discussions—the child's insight into what goes into a police officer's job.
B. The teacher will evaluate the student based upon his/her enthusiasm for art activities.
C. Have children name several jobs done by police officers.

VI. RESOURCES:

A. *Books*

1. *I Want to Be a Policeman*, Green, Children's Press, 1224 West Van Buren Street, Chicago, Ill., 60607
2. *Let's Go to a Police Station*, Sattem, Messner, One West 39th Street, New York, NY 10018
3. *The Little Fat Policeman At Work*, Brown and Hurd, Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020
4. *On the Beat, Policeman at Work*, Harcourt, Brace and Jovanovich, Inc., 757 Third Avenue, New York, NY 10017
5. *Let's Find Out About Policeman*, Shapp, Franklin Watts, Inc., 845 Third Avenue, New York, NY 10022
6. *Policemen The World Over*, Torrett, Hastings House Publishers, Inc., 10 E. 40th Street, New York, NY 10016

B. *Film*

"The Policeman", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611.

C. *Study Prints and Records*

"The Policeman", Singler Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

THE FIREMAN

Module No. 3
Primary

Correlation: Science, Art
Language Arts,
Social Studies

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value the work of the fireman in terms of his contribution to the community.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally describe the functions of the fireman.
B. Demonstrate how to use his/her home-made fire extinguishers.
C. Orally describe his/her home in regard to whether or not it is a fire hazard.

II TEACHER PREPARATION:

A. *Teacher Notes*

Firemen provide protection of our lives, homes and personal property against the ravages of fire. They also protect property belonging not only to the individual but to the greater society as well: buildings and lands. A range of jobs demanding both physical skills and administrative talents are found in the careers of firefighting.

B. *Materials and Equipment*

1. Fire pail labels
2. Coffee cans
3. Baking soda
4. Fire Hazard report
5. Films
6. Filmstrips
7. Records
8. Projectors
9. Tape recorder
10. Record player
11. Books
12. Magazines
13. Crayons
14. Scissors
15. Paper
16. Paste
17. Chart paper
18. Fire extinguisher
19. Toy fire trucks

IV. LEARNING ACTIVITIES:

A. Participate in the field trip and write thank you letters to the fire station.
B. Tape interview with the fireman at the fire station.
C. Later, back at school, discuss the importance of the fireman's job based on field trip information.
D. Watch the fire extinguisher experiment performed by teacher.
E. Make fire pails from coffee cans, fire pail labels, and baking soda.
F. Fill out with, the help of parents, the fire hazard report which is available at the fire station.
G. View films, filmstrips, study prints, and discuss the value of the fireman's contribution to the community.
H. Participate in a mock fire drill.
I. Construct fireman hats, then role play a fireman putting out a fire.
J. Draw a ladder and put new reading or spelling words on each rung. When a child is able to reach the top of the ladder, he may make a fireman's bade to wear.
K. Make an exhibit of toy fire trucks that are used in putting out fires.

V. EVALUATION:

A. Evaluate the student on his/her interest and contribution to the discussion and understanding of the role of the fireman.
B. Teacher will evaluate the student on his/her interest and contribution to the activities.

VI. RESOURCES:

A. *Books:*

1. *Country Fireman*, Beim, Morron Publications, 4163 Market Street, San Diego, California 92101.
2. *Five Little Firemen*, Brown and Hurd, Simon & Schuster, Inc., 630 Fifth Avenue, New York, New York 10020.
3. *I Want to Be A Fireman*, Green, Children's Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607.
4. *The Little Fire Engine*, Lenski, Walck, Inc., 19 Union Square, West, New York, New York 10003.

5. *True Book of Policemen and Firemen*, Miner, Children's Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607

B. *Films*

1. "The Fireman is Sad and Cries", McGraw-Hill Films, 327 South 41st Street, New York, New York 10036.
2. "Careers in Firefighting", Coronet Films, Coronet Building, Chicago, Illinois 60611
3. "Donald's Fire Survival Plan", Walt Disney Productions, 350 S. Buena Vista Street, Burbank, California 91503. (RESA V Film Library—# MP 1139.)
4. "Fire—What Makes It Burn", Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library—MP 224).
5. "The Fireman", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60617.
6. "Fire Drills and Fire Safety", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, IL 60611

C. Filmstrips

1. "Fire Department Workers" from the filmstrip kit Community Workers and Helpers, Group II, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614
2. "The New Fire Engine"

D. *Study Prints and Records*

"The Fireman", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

P-3.7

THE LIBRARIAN

Module No. 4
Primary

Correlation: Language Arts
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the relationship between personality characteristics and the requirements of particular occupations.

B. Understand the value of school subjects in the world outside the classroom.

II. PERFORMANCE OCCUPATIONS:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Talk about the importance of any job well done.

B. Discuss the basic skills needed for various work roles of librarians.

III. TEACHER PREPARATION:

A. *Teacher Notes*

From the stereotyped character of the Music Man's Mariane Madame Librarian, to today's college trained and certified librarian, certain basic qualities are required for such a career. The ability to interact with people of all ages and interests, yet to work alone with close attention to detail, the librarian's world is based on order much deeper ingrained than Dewey's Decimal System. It is a restricted world within concrete walls where the only freedom achieved comes vicariously from other tales.

B. *Materials and Equipment*

1. Films
2. Filmstrips
3. Projectors
4. Tape Recorder
5. Story paper
6. Crayons
7. Library cards
8. Books

IV. LEARNING ACTIVITIES:

A. View films and filmstrips

B. Discuss the importance of libraries

1. To make available books and literature to the community.
2. To aid in research

C. Make up a list of questions to ask on field trip to library.

D. Make arrangements for library cards for each child.

E. Take field trip, allow each child to select a book and tape interviews with librarian.

F. Discuss the basic skills used in the librarian's occupation.

1. Reading and classifying
2. Use of audio-visual equipment.

G. Have children write a language experience story about the library.

H. Read books about librarians and libraries at the learning center.

V. EVALUATION:

A. The teacher will evaluate the students through language skills used in discussion and writing.

B. To gain an understanding of the educational skills required of the librarian.

VI. RESOURCES:

A. *Books*

1. *Let's Go to the Library*, Messner Publishers, One West 39th Street, New York, New York 10018
2. *Library Careers*, Walck Inc., 19 Union Square West, New York, NY 10003.

B. *Filmstrip*

"Exploring the Library", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

THE MAYOR

Module No. 5

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of personal characteristics and as respected individuals who contribute to the welfare of others.

B. Understand that occupations emerge and diminish because of the social value of the resulting products and/or services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contributions that the Mayor makes to the community.

B. Identify the reasons why his/her occupation exists.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Individuals vary in their ability to perform different tasks (work). The student should become aware that some students excell in one area while others excell in other areas because of ability, likes, and dislikes. The teacher should relate the school situation to the work situation. The position of the mayor is very important in some communities while in others, a city manager is employed and the mayor's position becomes ceremonial.

B. *Materials and Equipment*

1. Resource Person
2. Large box
3. Art Supplies
4. Writing paper
5. Tape player
6. Puzzles
7. Books (Library and texts)

IV. LEARNING ACTIVITIES:

A. Listen and discuss the particular jobs of the mayor. 1)Head of police department 2)Head of city council.

B. Write thank you letters to the mayor.

C. Draw pictures of the mayor performing his/her job.

D. Read library books and play with puzzles.

E. Read story in text book.

F. Organize a campaign for mayor of the room. (Have speeches, campaign signs, construct a polling place and hold an election.)

G. Allow winner to be mayor for a week with special privileges.

H. Visit the mayor's office and tape a further interview.

I. Write experience stories on "Being Mayor".

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and contribution to the discussion.

B. The teacher will evaluate the student on his/her art skills and validity of task performed by resource person in picture.

C. The teacher will evaluate the student on language arts skills indicated in his/her story.

VI. RESOURCES:

A. *Books*

1. *What Do They Do?* Harper and Row Publishers, 10 East 53rd Street, New York, New York 10017.
2. *About The People Who Run Your City*, Melmont Publishers, Inc., 1224 North Van Buren Street, Chicago, Ill. 60607.
3. *Let's Go To a City Hall*, Messner Publishers, One West 39th Street, New York, New York 10018.
4. Textbook, *The Way of The World*, Level 10, Holt, Rinehart, Winston.

B. *Visual*

Puzzles—"People and Jobs", Milton Bradley Company, Springfield, Massachusetts.

BUS DRIVER

Module No. 6

Correlation: Language Arts
Physical Education
Art
Music

I. GOAL:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work as it relates to its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally state advantages of bus transportation as compared to other types of transportation.
B. Discuss the value of bus transportation to the community.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The bus driver provides a public service to people of all ages in the community. Bus drivers have many responsibilities, the most important, being the safekeeping of his passengers. They must present a good appearance and enjoy people, counting money is one job skill which is necessary, and good driving techniques are a *must*.

B. *Materials and Equipment*

1. Film
2. Projector
3. Tape Recorder
4. Books
5. Magazines
6. Scissors
7. Paste
8. Paints
9. Crayons
10. Story paper
11. Mural paper

IV. LEARNING ACTIVITIES:

A. Participate in field trip on bus.
B. List the responsibilities of a commercial bus driver compared to those of a school bus driver.
C. Write thank you letters to the bus driver for permitting the class to participate in the field trip.
D. Participate in physical education games, the central theme of which centers around the bus driver such as "The People On The Bus", or "Red Light, Green Light".
E. View and discuss film concentrating on the functions of a bus driver. 1)Proper driving etiquette. 2)Working on bus maintenance.
F. Read library books about the bus driver.
G. Construct a mural of a bus on the road, cutting out windows and placing pictures of each child in the windows.
H. Write a story entitled, "If I were a Bus Driver".

V. EVALUATION:

A. The student will be evaluated on participating in physical education games.
B. The student will be evaluated on his/her story, along with such things as enthusiasm, interest, imagination, etc.
C. The student will be evaluated through careful observation, and discussion.

VI. RESOURCES:

A. *Books*

1. *The Magic Bus*, Doblier, Wonder Books, 51 Madison Avenue, New York, New York 10010.
2. *I Want To Be A Bus Driver*, Green, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

B. *Film*

"Safety on Our School Bus", Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library MP 1064.)

ROLE PLAYING

Module No. 7

Correlation: Language Arts
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the intrinsic satisfaction of various work roles.

B. Understand the relationship between life styles and various work roles.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss his/her interpretation of the character he/she plays with the class.

B. Interact with others in a realistic manner about work roles.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Everyone likes to pretend, and to children make-believe becomes a reality with the help of adult clothing and concrete experiences in the adult world. Role playing provides children with a chance to be what they one day may become; to demonstrate in play and words how well they understand the world of work; and provide the students with an opportunity to express how they felt while performing various role playing activities.

B. *Materials and Equipment*

1. Large box for puppet stage
2. Art supplies
3. Uniforms of policeman, fireman and bus driver.
4. Camera
5. Film
6. Flash bulbs

IV. LEARNING ACTIVITIES:

A. Discuss the roles to be portrayed. 1)Are we all going to portray roles? 2)What roles are we going to portray? 3)What equipment are we going to need?

B. Take turns portraying various workers (firemen, policeman, bus driver, librarian, and mayor).

C. Have riddle plays portraying these various workers, also (Who am I?)

D. Discuss the feelings about the various roles portrayed.

E. Take pictures and tape students while they are portraying roles.

F. Play with visual aids kit on flannel board portraying these various roles.

G. Construct puppets (finger, hand or stick puppets for puppet show).

H. Have puppet show.

V. EVALUATION:

A. The teacher will evaluate the children on their knowledge of the particular roles they are playing.

B. The teacher will evaluate the children on language skills used in role playing and discussion.

VI. RESOURCES:

A. *Visual Aids*

1. Activity Kit, "Community Helpers at Work", Instructor Products Company, 1635 North 55th Street, Paoli, PA 19130.
2. Finger Puppets, "Community Helpers", Lucky Book Club.

WHAT WE LEARNED

Module No. 8
Primary

Correlation: Language Arts, Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand his/her interests, needs, likes and dislikes.
B. Understand the structure of occupations and recognize sources of information and experience.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss his/her likes and dislikes of the tasks performed by city workers.
B. Discuss reasons that he/she likes certain kinds of work.
C. Orally identify sources of information about occupations.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The teacher, by providing opportunities for students to interact with people in the world of city workers, will help students realize there are many interests, beliefs, attitudes, likes and dislikes connected with the positions. Some aspects of a particular job are very enjoyable while other aspects may be less enjoyable. Negative aspect must be weighed against positive aspects.

B. *Materials and Equipment*

1. Filmstrip
2. Projector
3. All materials used in unit (pamphlets, posters, pictures, stories, clippings, etc.)
4. Art paper
5. Writing paper
6. Oak Tag
7. Crayons
8. Paste
9. Scissors
10. Clay
11. Model cars

IV. LEARNING ACTIVITIES:

A. Show filmstrip
B. Develop a list of different jobs of city helpers and write a paragraph about each one.
C. Put together job lists, language experience stories and other materials into booklet.
D. Design a bulletin board related to city helpers using city map.
E. Discuss the likes and dislikes of work done by city helpers.
F. Discuss the reasons for liking certain work done by city helpers.
G. Construct a city with clay buildings, model cars, paper scenery.

V. EVALUATION:

A. The teacher will evaluate the student's participation and projects.
B. The teacher will evaluate the students on language art skills used in scrapbooks.
C. The teacher will evaluate the students on knowledge shown in discussion of city helpers.

VI. RESOURCES:

A. *Filmstrip*

"How To Use The Encyclopedia", Singer Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

PEOPLE WHO WORK FOR THE POSTAL SERVICE

A
Career Education Unit
for
Primary Level
(Kindergarten-Third)

Correlated
with
Art, Language Arts, Mathematics, and Social Studies

INTRODUCTION

This career education resource unit has been prepared for primary students. It concerns itself with occupations found in the United States Postal Service, the importance of each job, the requirements needed to get the job, and a brief look at the development of the postal system throughout history.

"Make it relevant" is a statement that is heard quite often in reference to our educational system. Career education seems to be a positive step in the "relevant" direction. By meeting and talking with individuals actually performing jobs, by making field trips to actual work sites, by researching the vocation, and by role playing the jobs the students get a "feel" for the job. Through this limited involvement in and exposure to present day occupations the student becomes aware of the relationship of education, socially and intellectually, to successfully getting and keeping a job.

This unit is to be correlated with language arts, fine arts, social studies, and mathematics. In language arts, the students are involved in writing letters, discussions, reading, lettering, oral reports, listening, and role playing. In fine arts, the students are involved in designing, drawing, painting, cutting out pictures, and making scrapbooks. In social studies, the students are involved in social aspects of work the importance of work to the individual, the family, and society. In mathematics, the students are involved in counting money and making correct change.

This unit has been prepared with a particular class in mind and it may be changed to fit the needs of other students. It is proposed that it be completed in one grading period.

AWARENESS OF POSTAL CAREERS

Module No. 1

Correlation: Language Arts
Art
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the structure and methods of classifying occupations and recognize sources of information and experience.
C. Recognize that jobs emerge and diminish because of the social value of the resulting products and/or services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss work roles that exists in the postal service.
B. Describe why people are employed by the postal service.
C. Orally compare jobs in the postal service in relationship to duties.
D. Discuss the dependence of workers on the work done by others.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Student's gain a more realistic look at themselves in relation to the world of work in terms of its contribution to society.

By exploring the many jobs performed in the Postal Services Department, children can gain some insight into the specialized skill and training of the people involved in this field. The postal service has evolved because society has demanded that their services be made available.

B. *Materials and Equipment*

1. Books and magazines
2. Films and filmstrips
3. Projector
4. Construction paper, scissors, paste
5. Story paper and crayons
6. Chart paper
7. When I Grow Up Kit
8. Record player

IV. LEARNING ACTIVITIES:

A. View the filmstrip "Why Do We Work and Play?"
B. Discuss various reasons of working and playing expressed in the filmstrip and the reasons we have for what we do, i.e., interest, abilities, desires, etc.
C. Discuss values of all jobs: how one is essential to others, if one isn't done, how it affects others, how all jobs are important to society.
D. View filmstrip "90 Million Raindrops"
E. Discuss the kinds of jobs in a post-office.
F. List these occupations on a classroom chart.
G. Discuss classifications of jobs.
H. Make classroom charts listing these classifications of jobs.
I. Read *I Want To Be A Postman* then discuss some of the reasons a person might choose this type of work.
J. Read *Popeye and Public Service Careers* comic book.
K. Using the *When I Grow Up, I Want To Be* kit, dress the doll in the typical postman's uniform and discuss how the uniform may change, depending on the seasons.
L. Draw or construct pictures of various duties of a postman to be used for later displays.

V. EVALUATION:

A. The teacher will evaluate the student on the discussion of the value of work—how each child sees work as being useful.
B. The teacher will evaluate the students on their discussion of the occupations found within a post office and on the discussion of equipment and materials found in a post office.
C. The teacher will also evaluate the completeness of the list on the classroom chart.
D. The teacher will evaluate the student's understanding of simple job classification.
E. The teacher will evaluate the student's understanding of the jobs by the pictures he exhibits—the completeness of the picture in portraying the duties being performed.

VI. RESOURCES
- A. *Book*
  - *I Want To Be A Postman*, Carla Greene, Childrens Press, Inc., 1224 W. Van Buren St., Chicago, Ill. 60607.
- B. *Filmstrips*
  1. "Why Do We Work and Play", Eye Gate 146-01 Archer Ave., Jamaica, New York 11435.
  2. "90 Billion Raindrops", United States Postal Service, 1200 Pennsylvania Ave., N.W. Washington, D. C. 20260.
- C. *Kits*
  1. "When I Grow Up, I Want To Be", from Identity Kit Encyclopedia Britannica, Educational Corporation, 425 North Michigan Ave., Chicago, Ill. 60611.
  2. "Popeye Public Service Careers", from the Popeye awareness Library Kit, Milton Bradley Co., Springfield, Mass. 01101. (RESA V Career Education Project #72.)

POSTAL WORKERS SERVE PEOPLE

Module No. 2

Correlation: Language Arts
Art
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying characteristics and as respected individuals who contribute to the welfare of others.

B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Tell how the Postal Service workers serve the people.

B. Recognize the value of having people specially trained to take care of the mail.

C. List requirements needed to hold a Postal Service job, i.e., physical, intellectual, etc.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The Postal Service is a business applying modern techniques toward improving the postal service. They employ many people who are attempting to respond to the needs of its customers. A variety of different kinds of people are needed in the postal service to perform the many different functions required.

B. *Materials and Equipment*

1. Student pictures constructed in Module 1.
2. Writing paper
3. Construction paper
4. Crayons
5. Drawing pencils
6. Paste
7. Scissors
8. Old magazines (for pictures)
9. Filmstrip
10. Projector
11. Classroom Interaction Check Sheet

IV. LEARNING ACTIVITIES:

A. Review the children's pictures from Module 1 and start discussion by asking, "Now that we know what a postman does, could anyone tell me where he gets the mail?" Elicit responses such as the post office, from individuals, from businesses, etc.

B. Discuss the value of the service that the postman performs. (Saves us time and money, we can send letters all over the world, etc.)

C. Show and lead discussion on the filmstrip "The Post Office and Postal Workers".

D. Make a list of the different jobs mentioned in the filmstrip and discuss the duties of each.

E. Introduce the idea of building a post office in the room and discuss the importance of knowing and remembering the various postal jobs and the duties of each.

F. Start "The People of the Postal Service" scrapbook by having the students write a brief introduction telling what postal workers do and how they serve us. This book is to be completed at the end of the unit.

G. Draw, construct, or cut pictures from magazines to illustrate the various postal workers and their duties which will be placed in the scrapbook.

V. EVALUATION:

A. The teacher will evaluate the list each student has of the various postal personnel—checking for completeness of information gathered from classroom discussions.

B. The teacher will evaluate the scrapbook covers for neatness, spacing, letter formation, etc.

C. The teacher will evaluate the student by observing his interest from the questions asked, attention given, and general class interaction.

D. The Classroom Interaction Checksheet will be filled out now by the teacher and re-checked at the end of the unit. (Checksheet is included at the end of this module.)

VI. RESOURCES:

Filmstrip

"The Post Office and Postal Workers", Eye Gate 146-01 Archer Avenue, Jamaica, New York 11435.

CLASSROOM INTERACTION CHECKSHEET

Compiled by Judith Miller

Name		Argues frequently	Withdrawing from group	Inconsiderate of other	Willing to help others	Listens to others	Shares Materials	Beginning Comments	Noticeable change in behavior	Comments (End)
	B*									
	E*									
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	E*									

*B—To be checked y (yes) or n (no) at the beginning of the unit.
*E—To be checked y (yes) or n (no) at the end of the unit.

BUILDING A POST OFFICE

Module No. 3

Correlation: Language Arts
Art
Math

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Understand the intrinsic satisfaction of various work roles.
B. Interact effectively in a variety of situations while being aware of the needs of others.
C. Conceptualize and operationalize concepts such as numbers, arithematic operations, mathematical application, geometric operations, and measurement.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Demonstrate cooperative work habits.
B. Examine his/her likes and dislikes of the jobs performed and why he/she feels this way.
C. Contribute as a working member of the class in some capacity, i.e., measuring, gluing, cutting, taping, etc.

III. TEACHER PREPARATION:

A. *Teacher Notes:*

Simulated experiences provide children a realistic encounter with jobs and an opportunity to "try on" a particular role. Children should be encouraged to discuss their likes and dislikes of each job and avoid making final decision on a particular job. Each child should be urged to explore a variety of career alternatives.

B. *Materials and Equipment:*

1. Empty appliance boxes (5)
2. Masking tape
3. Glue
4. Paints
5. Tape measure
6. Yark stick
7. Films
8. Projector
9. Empty boxes (15-20 various sizes)
10. Poster board
11. Art paper
12. Crayons
13. Chalk
14. Scissors

IV. LEARNING ACTIVITIES:

A. View film "The Post Office".
B. Discuss kinds of equipment and materials found in a post office.
C. Discuss, describe, and decide the way the post office will be constructed to meet the needs of the "class" Postal Service workers.
D. View film "Let's Measure—Inches, Feet, and Yards".
E. Construct post office from appliance boxes—measuring for windows, doors, etc.
F. Prepare posters and signs to add to post office scene.
G. Construct outside letter receptacles from cardboard boxes and paint them appropriately.
H. Discuss likes and dislikes of tasks performed.
I. Discuss the roles to be played and make sure that the students understand the duties of each role they are to portray.
J. Discuss the importance of getting along with co-workers.
K. Take turns portraying various workers (window clerk, carriers, sorters, etc.)
L. Discuss students' feelings about the roles they played.
M. Discuss the academic skills needed by the various postal workers.

V. EVALUATION:

A. The teacher will evaluate the student's understanding of measurement with a worksheet on which the student will measure the given dimensions of the post office.
B. The teacher will evaluate how well the student does his/her share of the work and gets along with the others as he/she works.
C. The teacher will observe the interaction during the role-playing and consider the effectiveness of the student's role-playing.
D. The teacher will also evaluate the student on how well his/her portrayal resembles the real worker.

VI. RESOURCES:

A. Films

1. "The Mail Goes Through", Eye Gate, 146-01 Archer Ave., Jamaica, New York 11435.
2. "The Post Office".
3. "Let's Measure—Inches, Feet, and Yards", Coronet Films, 65 E. South Water St., Chicago, Ill. 60601. (RESA V Film Library #MP 387.)

P-4 B

PLAYING POST OFFICE

Module No. 4

Correlation: Language Arts
Art
Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Appraise academic abilities, disabilities, aptitudes, and limitations.
B. Personally become involved in physically, mentally, and emotionally imitating the role of workers who demonstrate effective work habits.
C. Examine the structure and methods of classifying occupations and recognize sources of information and experience.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Classify jobs found within the post office.
B. Select tasks in which he/she can achieve success.
C. Choose a task in which he/she can succeed and advance to more difficult tasks gradually.
D. Recognize and locate information about the post office.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The format for role-playing the Postal Service jobs in the classroom requires the use of accurate job titles, identification of the work setting, and direct or simulated experiences. This could be difficult unless proper costumes, props, and actual job scenes are planned for this simulated experience. Student feelings about the simulated work roles shall be openly discussed.

B. *Materials and Equipment*

1. Mimeograph stamps on colored paper
2. Play money
3. Library books
4. Picture study prints
5. Ice cream containers or carpet roll spools (14" sections)
6. Paint
7. 4" x 8" oak tag pieces
8. Letter paper
9. Envelopes

IV. LEARNING ACTIVITIES:

A. Read library books about postal workers.
B. Divide into small groups and discuss picture study prints.
C. Classify post office workers by the type of hats and clothing worn.
D. Design a bulletin board about the kinds of post office workers using picture study prints.
E. Find information about post office procedures, workers, and equipment at home by asking parents or neighbors questions.
F. Give short oral reports on findings from their interviews with parents or neighbors.
G. Discuss duties of a postmaster as the student knows them, i.e., sells stamps (discuss why stamps are needed and why there are stamps of different monetary value), sends out mail (from where?), writes money orders (why?), changes money, etc.
H. Each student addresses an envelope to the person who sits beside him, goes to the post office, buys a stamp (already made up), and mails his letter.
I. Discuss and demonstrate correct change making activities.
J. View film "But How Does It Get There?", United States Postal Service.
K. Direct students in making mail boxes. Using ice cream containers (3-5 gallon size) or 14" section of carpet roll center tube, have each child paint and decorate container. If carpet roll sections are used, tape medium weight cardboard on one end to close it in. While paint is drying, have each child prepare a name card on 4" x 8" oak tag. Glue eight boxes together to make three units of mailboxes. Affix name cards to sides of boxes for each identification.
L. Choose 5 mail clerks—let them work out system of sorting all papers, etc. and placing in appropriate boxes. At the end of one week, let these five clerks "hire" their replacements.
M. Divide the room into routes and have mail-carriers deliver the mail. Homework may also be delivered in this manner.
N. List possible questions, which may have arisen, to ask the resource persons when they come the following day.

V. EVALUATION:

A. The teacher will evaluate the students on their discussion of picture study prints and on the information given in the oral reports.
B. The teacher will evaluate the students on the thoroughness of their classifications of post office workers.

C. The teacher will also evaluate the design and construction of the students' bulletin board.
D. The teacher will evaluate each student's understanding of correctly making change with a worksheet and during the actual change making process in the post office.
E. The teacher will evaluate each child on the correctness of his/her technique of addressing an envelope, spacing, writing, clarity, etc.

VI. RESOURCES

A. *Books*
   1. *Let's Go To The Post Office*, G. P. Putnam's Sons, 200 Madison Ave., New York, N. Y. 10016.
   2. *How We Get Our Mail*, Benefic Press, 10300 West Roosevelt Rd., Westchester, Ill. 60153.
   3. *What Happens When You Mail A Letter*, Reilly & Lee, 114 W. Illinois St., Chicago, Ill. 60610.

B. *Film*
   "How Does It Get There?", United States Postal Service, 1200 Pennsylvania Ave., N.W. Washington, D. C. 20260.

INTERVIEWING POSTAL WORKERS

Module No. 5

Correlation: Language Arts
Social Studies
Mathematics
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.
B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.
C. Recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the duties of the resource persons, both positive and negative.
B. Describe the values of the jobs done by the resource persons.
C. Talk about requirements needed to get a job in the various levels of the Postal Service.
D. Compare and contrast the life styles of the various resource persons.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The Postal Service employees, i.e., inspectors, postmasters, clerks, carriers, etc., have their special duties. Materials (stamps, money orders, etc.) and equipment used (machines, sacks, locks, etc.), in the rural post office differs from a city post office (first class office). If there were no organized postal service available we could have many problems.

B. *Materials and Equipment*

1. Zip Code Directory
2. Brown wrapping paper
3. Address labels (real or mimeographed)
4. Envelopes (real or mimeographed)
5. Art paper
6. Drawing pencils
7. Crayons
8. Scotch tape
9. String or twine for packages
10. Resource persons 1) Postmaster 2) Letter Carrier 3) Mail Clerk 4) Mail Handler

IV. LEARNING ACTIVITIES:

A. Review questions to be asked in interview: include hours of work, location, physical and mental requirements, financial creativity, emotional, contribution, responsibility aspects of career.
B. Interview postmaster, letter carrier, mail clerk, mailhandler using questions previously prepared plus spontaneous pupil questions. A tape recorder may be used to record responses.
C. List reasons why each likes his job.
D. List reasons why each may dislike his job.
E. Discuss negative and positive aspects of the job.
F. Compare and contrast the life style of the postmaster, letter carrier, mail clerk and mailhandler.
G. Experiment with wrapping packages for mailing with assistance from the resource person.
H. Weigh packages and letters and discuss postage involved.
I. Practice addressing envelopes (complete address) with resource person and discuss what happens to items which cannot be delivered because of incomplete or illegible address.
J. Discuss reason for zip code.
K. Draw in zip code areas on a mimeographed map of the United States.
L. Draw a picture of Mr. Zip and write a short story about him for "The People of the Postal Service" scrapbook.
M. Write thank-you letters to the resource persons.

V. EVALUATION:

A. Teacher will listen to verbal descriptions of careers and their contributions to society and discussion comparing and contrasting life styles.
B. The student will be evaluated on his/her zip code map of the United States (Correct state placement, etc.)
C. The student will be evaluated on his/her weighing of the packages and letters and his/her knowledge of the stamp prices.

VI. RESOURCES:

- A. *Book*
  - *Zip Code Directory*
- B. *Pamphlet*
  - "Mister Zip and the U. S. Mail", Albert Whitman and Company, Chicago, Illinois.
- C. *Resource People*
  1. Postmaster
  2. Letter Carrier
  3. Mail Clerk
  4. Mail Handler

VISITING THE POST OFFICE

Module No. 6

Correlation: Language Arts
Social Studies
Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the effective, cognitive, and psychomotor dimensions that accompany various kinds of work.
B. Appreciate the value of school subjects in terms of their functions in the world outside the classroom.
C. Display skills in thinking, listening, speaking, reading, writing, and referencing.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. List the tasks necessary to fulfill a particular job at the post office.
B. Discuss work roles and include affective, cognitive and psychomotor implications of the specific job.
C. Describe the various jobs, the different people working on the job, and the value of each job performed.
D. Identify the various academic skills needed to perform each job.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Some postal employees serve as the working supervisor in charge of a group of employees. Others may sort mail, transfer it for loading/unloading from trucks or trains, sell stamps, sell money orders, insure mail, maintain vehicles, deliver all special delivery mail upon arrival, and many more. The various positions require a wide range of skills and provide numerous satisfactions.

B. *Materials and Equipment*

1. Bus
2. Permission slips
3. Story paper
4. Writing paper
5. Envelopes
6. Crayons
7. Art paper
8. Glue
9. Scissors

IV LEARNING ACTIVITIES:

A. Visit the local post office, purchase stamp and mail letter.
B. Observe what procedures are used in the handling of the letter.
C. Assign small groups of pupils to work at the various jobs they observed.
D. Experience various work situations under the direction of the postal employees. 1)Window Clerk 2)Sorter (postal clerk) 3)Cancelling stamps (clerk) 4)Maintenance 5)Mail Handlers.
E. Write an individual summary of work experiences. Each child should include the following: 1)What they needed to know to do the job (training required, math, speaking, listening, etc.) 2)What they did physically 3)How they felt while doing the job and after the work was completed.
F. Share the summaries with the class and describe the job's character in terms of the three areas mentioned above.
G. Write thank you letters.

V. EVALUATION:

A. Teacher will observe children in these areas.
   1. Mailing letter
   2. Politeness
   3. Pleasantness of voice
   4. Enthusiasm
   5. Following directions
   6. Enjoying activity
   7. Completeness of job duties
B. Check written summary for the following:
   1. What he/she did
   2. What he/she needed to know prior to doing the job
   3. How he/she felt

VI. RESOURCES:

A. *Resource Place*
   1. Post Office
B. *Resource Persons*
   1. Window Clerk
   2. Sorter (postal clerk)
   3. Cancel stamps (clerk)
   4. Maintenance
   5. Mail Handlers

RESEARCHING POSTAL SERVICES

Module No. 7

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value placed on the goods and/or services.

B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe how the postal service has evolved.

B. List the various methods of mail delivery.

C. Interact effectively to achieve classroom goals.

D. Describe why the postal service and its jobs emerged.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The postal services have come a long way since it began many years ago and will continue to change in the future. New jobs will be created and others will become obsolete. We must become aware, physically, mentally, and emotionally, to interact effectively in the future.

B. *Materials and Equipment*

1. Filmstrip
2. Projector
3. Encyclopedia
4. Low level history books (from what's available in school system)
5. Art paper
6. Construction paper
7. Crayons
8. Glue
9. Scissors

IV. LEARNING ACTIVITIES:

A. Begin discussion by saying, "We have been talking and learning about our present Postal Service, but the mail hasn't always been delivered as we have learned. What are some of the different ways in which the mail has been delivered?" Elicit responses such as horseback, train, pony express, etc.

B. Show filmstrip "The Mail Must Go Through".

C. Make lists of the various methods of mail delivery shown on the film strip.

D. Discuss ways of getting more information on the various methods of delivery—"How may we get more information about the history of mail delivery?" Elicit responses such as encyclopedias, history books, etc.

E. Divide class into groups, each group will write a story about a different phase in the development of the postal system. (The reports will be duplicated so each student will have a copy of each report for his scrapbook.)

F. The groups will report one at a time to the remainder of the class in anyway they choose: through role-playing, narrator-play, pictures with explanations, puppets, the present day post office display and any other activity the students prepare. Hopefully, these activities will be presented in part or in whole to other classes, parent visitations, or P.T.A.

G. The students will complete their scrapbooks which will be put on display.

V. EVALUATION:

A. Through observation, the teacher will evaluate the student on his progress in group interaction through the Classroom Interaction Checksheet which has been used previously in Module 2.

B. The teacher will evaluate the scrapbook on neatness, completeness, spacing, writing, etc.

VI. RESOURCES:

A. *Filmstrips*

1. "The Mail Must Go Through"
2. "The Mail Goes Through", Eye Gate, 146-01 Archer Ave., Jamaica, New York 11435

Intermediate Career Education Teaching Modules

Page No.

People Who Work In The Trucking Industry 70 through 76

Introduction 71
Module No. 1—The Value of Work 72
Module No. 2—Individual's Contribution To Others 73
Module No. 3—Supply and Demand 74
Module No. 4—Abilities and Limitations 75
Module No. 5—Effective Work Habits 76

People Who Work In Television 77 through 84

Introduction 78
Module No. 1—Job Skills 79
Module No. 2—Jobs and Life Styles 80
Module No. 3—Contributions of Television 81
Module No. 4—Demand for Television Service 82
Module No. 5—Television Operation 83
Module No. 6—Satisfaction in Work 84

People Who Work In Department Stores 85 through 91

Introduction 86
Module No. 1—Job Preparation 87
Module No. 2—Bookkeeping 88
Module No. 3—Department Store Occupations 89
Module No. 4—Supply and Demand 90
Module No. 5—Effective Work Habits 91

People Who Work In Weather Forecasting 92 through 98

Introduction 93
Module No. 1—Weather Forecasting 94
Module No. 2—How Weather Is Forecasting 95
Module No. 3—Affects of Weather 96
Module No. 4—Television Weatherman 97
Module No. 5—Causes of Weather 98

PEOPLE WHO WORK IN THE TRUCKING INDUSTRY

A
Career Education Unit
for
Intermediate Level
(Fourth-Sixth)

Correlated
with
Art, Mathematics, Language Arts, Science and Social Studies

INTRODUCTION

This career education unit was prepared for intermediate grades. It concerns itself with occupations related to the trucking industry. Some of the occupations which students may encounter are: terminal manager, truck driver, bookkeeper, typist, factory worker, loading supervisor, store owner, law enforcement officers, highway worker (construction, repair and clean up), service station attendants, garage service managers, mechanics, and rate clerks.

Career education is a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the subjects that are being taught. This method of teaching makes use of field trips, role playing, simulation, resource people, media, interpersonal interaction and research activities. It is hoped that students will achieve academic goals and career education goals through an integrated process.

The unit is to be correlated with language arts, art, social studies, science and mathematics. The unit is not intended to be taught as a separate subject. In language arts, the students are involved in writing letters, discussions, reading, oral reports, listening, lettering, and role playing. In art, students are involved in painting, cutting out pictures, making posters, and making bulletin boards. In social studies, the students are involved in social aspects of work, the importance of work to the individual, family, and society, and the importance of the trucking industry in transportation. In science, the students are involved in health consideration and the transporting of food. In mathematics, the students are involved in weights and measurement.

There is no time limit on this unit. It may be shortened or expanded to more effectively meet the needs of the students involved.

This unit contains the following modules:
1. The Value of Work
2. Individual's Contribution to Others
3. Supply and Demand
4. Abilities and Limitations
5. Effective Work Habits

THE VALUE OF WORK

Module No. 1

Correlation: Social Studies
Art
Language Arts

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

- A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
- B. Understand the value of academic and general subjects in terms of their function in the world outside the classroom.

II. PERFORMANCE OBJECTIVES:

After teachers have directed the learning activities indicated in this module, the student should be able to:

- A. Discuss the importance of any job done well.
- B. Discuss the basic skills needed for various work roles.

III. TEACHER PREPARATION:

- A. *Teacher Notes*

  Jobs are created out of a need for the service i.e. teachers are hired to teach, janitors to maintain the building. (Other examples can be used). More importance should not be attached to one or the other job. The skills needed are dependent upon the task which is to be performed.
- B. *Materials and Equipment*
  1. Old magazines
  2. Scissors
  3. Books
  4. Films
  5. Film Projector

IV. LEARNING ACTIVITIES:

- A. View film "People Who Make Things".
- B. Discuss the importance of all types of jobs and the skills needed to do the jobs. 1) All individuals should be afforded courteous treatment and valued for their contribution to the firm. 2) Workers who possess characteristics somewhat different from the norm should not be ridiculed.
- C. View film "People Who Work At Night".
- D. View film "A City and Its People".
- E. Discuss the importance of all jobs.
- F. Have children cut out pictures of different kinds of transportation from magazines made available to them, to use later on for bulletin boards.
- G. Read books about different kinds of jobs.

V. EVALUATION:

- A. The teacher will evaluate the student through discussion as to what they have learned from the films about work. The teacher will evaluate answers given by children to questions asked by the teacher, about how math, English, art, science, and social studies will help them in their jobs when they go to work.

VI. RESOURCES:

- A. Books
  1. *The Physician*, Lee and Eimen, J. S. Latta's 1972 Graded Library Book Buyer's Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia 25715.
  2. *I Want to Be a Truck Driver*, Greene, Ibid.
  3. *Henry Reed's Baby-Sitting Service*, Robertson, Ibid.
  4. *What Does a Cowboy Do?* Hyde, Ibid.
  5. *What Does a Driver Do?* Hyde, Ibid.
  6. *What Does a Forest Ranger Do?* Hyde, Ibid.
  7. *What Does a Parachutist Do?* Hyde, Ibid.
  8. *What Does a Peace Corp Volunteer Do?* Levine, Ibid.
  9. *What Does a Secret Service Agent Do?* Hyde, Ibid.
  10. *What Does a Veterinarian Do?* Compton, Ibid.
  11. *What Does an Astronaut Do?* Wells, Ibid.
  12. *What Does an Oceanographer Do?* Water, Ibid.
  13. *What Does a Test Pilot Do?* Wells, Ibid.
- B. Films
  1. "People Who Make Things", Churchill Films, 662 North Robertson Blvd., Los Angeles, Ca. 90069. (RESA V Film Library MP 1368—RESA V Career Education Project #201.)
  2. "People Who Work at Night", BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
  3. "A City and Its People", BFA Educational Media 2211 Michigan Avenue, Santa Monica, California 90404.
  4. "The City", Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library MP 113.)

INDIVIDUAL'S CONTRIBUTION TO OTHERS

Module No. 2

Correlation: Language Arts
Social Studies
Science

I. GOALS:

After teacher has directed the learning activities in this and other units, the student should be able to:

- A. Value others as unique individuals who possess varying characteristics and as respected individuals who contribute to the welfare of others.
- B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

- A. Describe the contribution that transportation workers make to society.
- B. Identify the reasons why occupations in the trucking industry exist.
- C. Describe health factors in refrigerating foods, and identify food that must be refrigerated.

III. TEACHER PREPARATION:

A. Teacher Notes:

Skill is important in getting a job but interpersonal relationships determine to a large degree job success. A person is chosen for a job on the basis of skill is a driver to driving, a cook for cooking. The end product is directly related to the skills, human relations (mental and physical), of the person who performs the task.

B. Materials and *Equipment*

1. Fresh fruit
2. Fresh vegetables
3. Resource person

IV. LEARNING ACTIVITIES:

- A. Read books about food that needs to be refrigerated.
- B. Read books about bacteria.
- C. Listen and discuss transportation work with the resource person.
- D. View filmstrips concerning foods and bacteria.
- E. Experiment with refrigerating different foods.
- F. Refrigerate fruit and leave fruit out. Check later for length of time for spoilage.
- G. Discuss different kinds of truck drivers and their responsibilities to the product and the time needed to deliver a product.
- H. Discuss the health of the driver and how he needs to be alert on the highway in order to deliver his products and drive safely for the benefit of other people on the road. 1) Drivers on medication 2) Physical fitness test.
- I. Read books that tell what temperature different foods would require in refrigeration.
- J. Discuss how interpersonal relationships are involved in job success. 1) The reasons people are discharged from jobs is seldom because of lack of skills. 2) If a worker does not understand the supervisors' instructions, he/she should ask questions.
- K. Ask a transportation specialist to talk about the kinds of learning activities needed prior to doing the job.
- L. Local bus drivers may talk about the skills and process of becoming a bus driver.

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and quality of questions during discussions. The student will make a poster about foods that need to be refrigerated and be graded on his accuracy. The student should be able to identify methods of transportation.

VI. RESOURCES:

A. Books

1. Bacteria, Frahm, Library Editions, Ltd. 200 W. 72 Street, New York, New York 10023
2. Bacteria, Gerald S. Lietz (Library Bindings) Garrard Publishing Company, 1607 N. Market Street, Champaign, Illinois 61820

B. *Filmstrips*

1. "Bacteria", Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library MP 56.)
2. "Food For Health"

C. Resource *People*

Individuals from various areas of transportation.

SUPPLY AND DEMAND

Module No. 3

Correlation: Language Arts
Social Studies
Art

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand that jobs emerge and diminish because of the social value of the resulting products and services.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.
C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.
B. Discuss the factors workers enjoy and dislike about their work.

III. TEACHER PREPARATION:

A. Teacher Notes:

New products are being made to fulfill our wants. Some products make jobs easier (such as computers) but eliminate positions. Styles and trends make and eliminate jobs. A job should be considered according to the future need for the service or product. Progress eliminates certain quantities of jobs, e.g., blacksmith. The job will be important as long as there is a demand for it.

B. Materials and Equipment:

1. Poster board
2. Magazine
3. Scissors
4. Paste
5. Magic markers
6. Bus

IV. LEARNING ACTIVITIES:

A. Read library books related to the trucking industry.
B. Prepare questions to ask workers.
C. Discuss the trucking industry in relationship to other transportation industries, and how this influences their jobs.
D. Have parents sign "Parent Permission Slip."
E. Participate in field trip.
F. Write thank you letters.
G. Make posters showing different kinds of trucks and the products they haul.
H. Discuss attitudes and duties of workers.
I. Discuss the factors workers enjoyed about their work: 1) salary 2) conditions 3) personal relations further an interest or disinterest in specific jobs.
J. Discuss the factors workers disliked about their work: 1) working conditions, 2) hours, 3) personal relationships and 4) travel.

V. EVALUATION:

A. The teacher will evaluate the student's interest displayed at the truck terminal, questions asked of workers, and discussion of field trip upon returning to the room. Grade posters as they relate to the different truckers and their products. The student should be able to differentiate between kinds of transportation e.g., truckers —long haul, short haul—and duties of each one.

VI. RESOURCES:

A. Books:

1. *I Want To Be a Truck Driver*, Green, Children's Press, 1224 West Van Buren Street, Chicago, Il. 60607.
2. *I Know a Truck Driver*, Evans, G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016.
3. *Trucks on the Highway: Pickup, Flatbed, Big Rigs, and Special Purpose Cargo Movers*, G. P. Putnam's Sons, 200 Madison Avenue, New York.
4. *By Land, By Sea, By Air: The Story of Transportation*, Leavitt & Mosher, G. P. Putnam's Sons, 200 Madison Ave., New York, New York 10016.
5. *Let's Go To A Truck Terminal*, Gilmore, Ibid.
6. *Trucks and Trucking*, Buehr, Ibid.
7. *The Big Book of Real Trucks*, Cameron, Grosset & Dunlap, Inc. 51 Madison Avenue, New York, New York 10010.
8. *Travel By Land*, Beales, J. S. Latta's 1972 Graded Library.
9. *You and Transportation*, Lewellen, Children's Press, 1224 West Van Buren Street, Chicago, Il. 60607.

B. *Resource Place*

Field trip to a trucking terminal.

ABILITIES AND LIMITATIONS

Module No. 4

Correlation: Language Arts
Mathematics
Art

I. GOALS

After teachers have directed learning activities in this and other units, the student should be able to:

A. Understand his/her interests, attitudes, values, needs, fears, likes, dislikes, and abilities.

B. Understand the intrinsic satisfaction of work beyond the financial rewards; e.g., physical, emotional, social creative, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe his/her likes and dislikes of the tasks performed at home or in school.

B. Discuss the reasons why he/she likes certain kinds of work and feels a dislike for other kinds of work.

III. TEACHER PREPARATION:

A. Teacher Notes:

A person should realize that he/she has abilities and limitations which should be identified before an occupational decision is made, e.g., a salesman has to be good at and enjoy public relations. Jobs in almost every case involve interaction among workers. Many people get emotional and social satisfaction from being needed in a cooperative effort.

B. Materials and Equipment:

1. Scissors
2. Tape measures
3. Boards
4. Paint
5. Paint brushes
6. Cardboard boxes (large)

IV. LEARNING ACTIVITIES:

A. Discuss the class trucking terminal project, construction, and finishing in terms of its later use.
B. View filmstrips concerning measurement.
C. View films concerning measurement.
D. Measure doors, windows and build docking platforms.
E. Paint cardboard and wood structures.
F. Prepare necessary signs.
G. Bring in trucks, etc. related to a truck terminal to be used in the classroom terminal.
H. Read books about measurement and weight.
I. Discuss tasks performed during the building of a truck terminal.
J. Discuss likes and dislikes of the jobs performed.
K. Discuss reasons for liking certain kinds of jobs: 1) salary 2) travel 3) location.
L. Group discussions could be held with the teacher as a leader of the above activities.
M. In the group session talk about things that help people work well together.
N. Get suggestions from the group as to how they might change the activities they have completed to get a better feeling about doing the work.

V. EVALUATION:

A. The teacher will evaluate the student on his/her cooperativeness, degree of responsibility, and level of contribution to the project. The student will be evaluated on his/her insights relative to likes and dislikes. The teacher will evaluate the child's ability to measure and devise props.

VI. RESOURCES:

A. Books:

1. What Is An Inch? Klein, Harvey House, Inc., Irvington-on-Hudson, New York 10533.
2. Measurement: How Much? How Many? How Far? Luce, J. S. Latta's 1972 Graded Library Book Buyers Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia 25715.

B. Films:

1. "Measuring Units: An Introduction", BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
2. "Accuracy in Measurement", Ibid.

C. Filmstrip:

"Measurement"

EFFECTIVE WORK HABITS

Module No. 5

Correlation: Language Arts
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other units, the student should be able to:

A. Understand the physical, mental, and emotional factors related to work.
B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the role and his/her interpretation of the character he/she plays with the class.
B. Interact with others in an effective manner.
C. Discuss his/her feeling(s) about the role that he/she played.
D. Identify the way(s) in which the academic subjects are needed by the worker he/she portrayed.

III. TEACHER PREPARATION:

A. Teacher Notes:

In some jobs, certain tasks have to be performed. The successful worker pays attention to detail, [illegible] a painter begins work on time and makes good use of a work day. A job is less difficult if everyone cooperates in a joint effort, e.g., construction work. It is important that students express their feelings (likes-dislikes) about the workers that they role play.

B. Materials and Equipment:

1. Empty boxes
2. Empty containers (food)
3. Scale
4. Copy of bills
5. Typewriter
6. Adding machine

IV. LEARNING ACTIVITIES:

A. Read books about weight.
B. Discuss roles to be portrayed.
C. Take turns portraying various workers. (getting required papers for a load, loading and unloading products, terminal manager, typist, bookkeeper, receiver of products, delivering products, etc.)
D. Discuss feelings about roles portrayed.
E. Discuss the need for academic skills: 1) reading maps 2) mileage 3) signs 4) keeping records.
F. Let students make suggestions as to how workers might get along together in work situations where there is a conflict of interests.
G. Let students discuss the feelings they have had to work roles at home (or lack of work experience).

V. EVALUATION:

The teacher will evaluate the student by observation of role played. The student will be evaluated on whether his/her interpretation of the role is realistic. The student will be evaluated on how well he/she understands what really is involved in portraying that role. Students should be able to demonstrate a knowledge of academic skills needed by specific workers by taking several courses appropriate for the job. Students should be able to demonstrate a knowledge of effective work habits by listing types of behavior that a prospective employer might expect from a worker, e.g., promptness, dependability, and cooperativeness.

VI. RESOURCES:

A. Books:

How Much and How Many: The Story of Weights and Measurements. Bendick Latta's 1972 Graded Library Book Buyers Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, WV 25715.

PEOPLE WHO WORK IN TELEVISION

A
Career Education Unit
for
Intermediate Level
(Fourth-Sixth)

Correlated
with
Art, Fine Arts, Language Arts, Science, and Social Studies

INTRODUCTION

This career education resource unit was prepared for intermediate level students. It concerns itself with occupations related to the television industry. Some of the occupations which students may encounter are: performers, cameramen, lighting technician, control room engineer, video tape engineer, floor director, booth announcer, news dispatcher, and news reporter.

This unit is to be correlated with language arts, fine arts, social studies, science, and mathematics. The unit is not intended to be taught as a separate subject. In language arts, the students are involved in writing letters, discussions, reading, lettering, oral reports, listening and role playing. In fine arts, the students are involved in designing, drawing, painting, cutting out pictures, and making bulletin boards and singing songs. In social studies, the students are involved with social aspects of work, the importance of work to the individual, family, and society. In science, the students are involved with the study of electricity and the operation of the video tape machine. In mathematics, the students are involved in measurement.

This unit is intended to be completed during one grading period. It may be shortened or expanded to more effectively meet the needs of the students involved.

I-2.3

JOB SKILLS

Module No. 1

Correlation: Language Arts
Art

I. GOALS

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Understand the value of school subjects in terms of their function in the world outside class.

II. PERFORMANCE OBJECTIVES

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the importance of any job well done.

B. Discuss the basic skills needed for various work roles.

III. TEACHER PREPARATION

A. *Teacher Notes*

Each job in the television industry plays a joint role in the production, e. g., cameraman, lighting technicians, directors, and announcers. The training involved depends upon each role and what skills are needed in each job.

B. *Materials and Equipment*

1. Coloring books
2. Crayons
3. Projector

IV. LEARNING ACTIVITIES

A. View filmstrip "Development of Communication"

B. Discuss the basic skills needed in various jobs.

C. View filmstrip "The Story of Communication"

D. View filmstrip "Adventures in the World of Work"

E. Discuss the importance of all jobs.

1. The demand
2. The opportunity

F. Color various television personalities from coloring books for later use in displays, etc.

V. EVALUATION

A. The teacher will evaluate the student's understanding of the value of school subjects in relationship to the world of work through class discussion.

B. The teacher should be aware of any motivational changes in students.

VI. RESOURCES

A. *Books*

1. *Come to Work With Us* series, Jean & Ned Williamson, Children's Press, 1224 West Van Burein Street, Chicago, Illinois 60607.
2. *Communication* "From Cave Writing to Television", Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, N.Y. 10017.
3. *Our Working World*, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.
4. *Your World Books* series "Let's Go," "Let's Build," "Let's Take," Taylor Publishing Company, 1550 West Mockingbird Lane, Box 397, Dallas, Texas 75221.

B. *Filmstrips*

1. "Development of Communication", Encyclopaedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611.
2. "The Story of Communication" Eyegate 146-01 Archer Ave., Jamaica, N.Y. 11435.
3. "Adventure in the World of Work" Random House, 201 E. 50th Street, New York, N.Y. 10022.

JOBS AND LIFE STYLES

Module No. 2

Correlation: Language Arts
Arts
Social Studies

I. GOALS

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognizing the sources of information and experience.

B. Recognize the relationship between life styles and the dictates of the work situation—financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVES

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally identify sources of information about occupations.

B. Illustrate the relationship of occupations related to the television industry.

C. Orally describe relationships between work and life away from work.

III. TEACHER PREPARATION

A. *Teacher Notes*

The schedule of a person working in a television station may vary to provide 20-24 hour service. Lifestyles would be adjusted according to the hours worked, e.g., day shift and night shift. The employee might need to have an adjustable schedule.

B. *Materials and Equipment*

1. Old Magazines
2. List of Jobs
3. Bulletin board

IV. LEARNING ACTIVITIES

A. View film "Communications in the Modern World"

B. Read library books about workers in the television industry.

C. Interview parents about the relationship between work and life away from work.

D. Cut pictures of workers from magazines.

E. View film "Communication"

F. Develop list of jobs.

G. Design a bulletin board related to the television workers.

H. Orally report to the class about interviews.

I. View filmstrips.

V. EVALUATION:

The teacher will evaluate the students on their discussion, bulletin board, list of spelling words on job titles and oral reports.

VI. RESOURCES

A. *Books*

1. *What Happens at a Television Station*, Shay, Reilly & Lee Books, 114 W. Illinois Street, Chicago, Illinois 60610.
2. *Let's Go To A Television Station*, Buchheimer, G. P. Putnam's Sons, 200 Madison Avenue, New York, N. Y. 10016.
3. *All About Radio and Television*, Random House, 201 E. 50th Street, New York, N.Y. 10022.
4. *Telephone Company*, Sextant Systems, Inc. 3048 N. 34th St., Milwaukee, Wisconsin 53210.

B. *Films*

1. "Communication in the Modern World" Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.
2. "Communication" Mini Production Inc., (When You Grow Up Series) 192 Hyeholde Drive, Corapolis, Pa. 15108. (RESA V Career Education Project #102.)

C. *Filmstrips*

1. "I Want To Be Series", Education Enrichment Materials, Inc., Norwalk, Connecticut.
2. "Career Discovery Series", Guidance Associates, Pleasantville, New York 10570.
3. "Wonderful World of Work Series." Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640.
4. "TV Sports Editor", People Who Organize Facts Kit. (Career Discoveries Series) Guidance Associates, Pleasantville, New York 10570 (RESA V Career Education Project #108.)

CONTRIBUTIONS OF TELEVISION

Module No. 3

Correlation: Language Arts
Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the distribution of their services.

II. PERFORMANCE OBJECTIVES:

After the teachers have directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contribution that television workers make to society.

B. Identify the reasons why occupations in the television industry exist.

C. Explain how the video-tape machine is operated.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Television production is a complex job. Each person involved has a part in the finished production. The skill of each person affects the end product, e.g., technicians, directors, writers, and editors. Performers would have to meet requirements that other workers would not, e.g., poise, physical features, and ability to please an audience.

B. *Materials and Equipment*

1. Video-tape equipment

IV. LEARNING ACTIVITIES:

A. Read books about careers in television.

B. Listen and discuss television industry with resource person.

C. Look at teaching pictures of SRA Occupational Briefs.

D. View film on "Communication".

E. View filmstrip "The Television Service Technician".

F. Experiment with video-tape equipment.

V. EVALUATION:

The teacher will evaluate the student on his/her interest and contribution to the discussion. The students will be able to answer questions about the speakers.

VI. RESOURCES:

A. *Books*

1. *Come to Work With Us in a TV Station*, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607
2. *Careers With A Television Station*, Jo Anne Ray, Lerner Publications, Co., 241 First Avenue, North Minneapolis, Minnesota 55401 (RESA V Career Education Project #96).
3. *Your Future in Television*, Deutscher, Rosen Richards Press, Inc., 29 E. 21st Street, New York, New York 10010

B. *Film*

"Communication", Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V Career Education Project #267)

C. *Filmstrip*

"The Television Service Technician", Encyclopedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V Career Education Project #267).

D. *Teaching Pictures by Celco*

1. 230 Radio and TV Announces
2. 346 Radio and TV Service
3. 347 Radio and TV Time Salesman

J. S. Latta, Inc., P. O. Box 1276, Huntington, WV 25715

DEMAND FOR TELEVISION SERVICE

Module No. 4

Correlation: Language Arts
Social Studies

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting services.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.
B. Discuss the factors workers enjoy and dislike about their work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Television informs, instructs, and entertains the public. Our desire to have this information at our disposal creates a demand for television. This demand will be lasting until we find a substitute that will give us the same information.

B. *Materials and Equipment*
1. Scrapbook.
2. Have parents sign "Parent Permission Slip".

IV. LEARNING ACTIVITIES:

A. Prepare questions to ask workers.
B. Outline conduct expected of students.
C. Participant in field trip.
D. Write thank you letters.
E. Prepare scrapbook of TV workers.
F. Discuss attitudes and duties of workers.

V. EVALUATION:

The teacher will evaluate the students through the use of class discussion, work samples, and observation in respect to the students' understanding of the work roles required in the television and radio industry and the interdependence between society and the workers.

VI. RESOURCES:

A. *Resource People and Places*
1. Television Station
2. Radio Station

TELEVISION OPERATION

Module No. 5

Correlation: Language Arts
Fine Arts

I. GOALS:

After teachers have directed learning activities in this and other units, the student should be able to:

A. Understand the physical, mental and emotional aspects of workers who demonstrate effective work habits.
B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the role and his/her interpretation of the character he/she played with the class.
B. Role play and interact with others in a realistic manner.
C. Discuss his/her feelings about the role that he/she played.
D. Identify the ways in which the academic subjects are needed by the worker he/she portrayed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Each worker is expected to be efficient at his job. Televisions are produced in an assembly line manner. Each person adds to the finished product. The quality of the product is strengthened if everyone works cooperatively, e.g., technician and actors, etc.

B. *Materials and Equipment*
   1. Props, desks, mike
   2. Background scenery
   3. Video-tape equipment

IV. LEARNING ACTIVITIES:

A. Discuss the roles to be played
   1. director
   2. actor
   3. producer
B. Set up mock television studio with cue cards and tape it.
C. Take turns portraying various workers.
D. Discuss feelings about the various roles portrayed.
E. Discuss the need for academic skills.

V. EVALUATION:

The teacher will evaluate the student by observation of the role played, discussion, and interaction.

VI. RESOURCES:

A. *Film*

"The Soundman", Universal Education and Visual Arts, Universal City Studios, 221 Park Avenue, South, New York, New York 10003 (RESA V Career Education Project #205).

B. *Resource People and Places*
   1. TV Cameraman
   2. Video-taping consultant
   3. TV studio engineer

SATISFACTION IN WORK

Module No. 6

Correlation: Language Arts
Fine Arts

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Understand his/her interests, beliefs, attitudes, needs, fears, likes, dislikes, and abilities.
B. Understand the intrinsic satisfaction of work beyond the financial rewards.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss his/her likes and dislikes of the tasks performed.
B. Discuss the reasons that he/she likes certain kinds of work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A person should realize that abilities and limitations should be identified before choosing a job, e.g., painting, building, setting up equipment. Jobs in almost every case involve interaction among workers. Each person should get some emotional and social satisfaction from being needed in a cooperative effort.

B. *Materials and Equipment*

1. Tape measure
2. Poster board
3. Magic marker
4. Microphone
5. Paints
6. Cardboard
7. Video tape machine

IV. LEARNING ACTIVITIES:

A. The student will make a list of his/her interests.
B. The student will make a list of his/her abilities.
C. The student will make a list of his/her dislikes or fears.

V. EVALUATION:

The teacher will evaluate the student on his/her cooperativeness, degree of responsibility, and level of contribution to the project. The student will be evaluated on his/her insights relative to likes and dislikes.

VI. RESOURCES:

A. *Books*

1. *Come to Work in a TV Station*, Children's Press, 122 West Van Buren Street, Chicago, Illinois 60607.
2. *TV Station*, Sextant Systems, Inc. 3048 N. 34th Street, Milwaukee, Wisconsin 53210.

B. *Films*

"Career Communications", Doubleday & Company, School Library Divisions, Garden City, New York 11530.

I-3.1

PEOPLE WHO WORK IN DEPARTMENT STORES

A
Career Education Unit
Intermediate Level
(Fourth-Sixth)

Correlated
with
Health, Language Arts, Mathematics, and Social Studies

INTRODUCTION

People who work in department stores and their related occupations are explored by intermediate students in this unit. Some of the occupations to be discussed are managers, department heads, clerks, buyers, advertising, and display. Other related occupations are manufacturers, delivery, and maintenance.

The purpose of career education is to develop an awareness of the varied opportunities in the working world.

Career Education is not meant to be taught as a single subject. It is to be correlated with other subject areas such as science, mathematics, health, social sciences, language arts, and art.

In this unit, mathematics will be used to show the importance of record keeping, purchasing for the store, and in making change. Language Arts will be utilized by acting, writing, listening, observing, and group discussion. In social sciences the students will set up a sales center, discuss the problems of the social aspects of work and search for the problems of geographical environment. The students will be drawing, designing, and making posters in connection with art. The health correlation will be in connection with grooming and personal appearance.

The culmination of the unit will be the sale of note cards. This will involve ordering, record-keeping, selling, and enjoying the profit. With the profit, the children will take a trip.

This unit may be used partially, in its entirety, or with additional activities.

JOB PREPARATION

Module No. 1

Correlation: Language Arts
Health

I. GOALS:

After teachers have directed learning activities in this and other units, the students should be able to:

A. Understand the value of school subjects in terms of their function in the world outside the classroom.

B. Recognize the physical and mental requirements of certain jobs.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss various jobs available to him/her and the preparation needed for each.

B. Discuss why good health and appearance is important to a job.

C. Interact with others in a realistic manner.

D. Discuss the role he/she played and how he/she felt about it.

III. TEACHER PREPARATION:

A. Teacher Notes

In addition to having academic skills, a department store worker would have to have inter-personal relationships with the public. Physical appearance and grooming would contribute to the success of the individual. Physical fitness and vitality, as well as academic skills, are a necessary requirement.

B. Materials and Equipment

1. Bulletin Board
2. Movie Projector

IV. LEARNING ACTIVITIES:

A. Discuss a bulletin board prepared by the teacher depicting various jobs.

B. View movie, "Body Care and Grooming"

C. Discuss why grooming and health are important in obtaining and maintaining a job. 1) Personal Contact; 2) Impressions; 3) Attendance.

D. Divide the class into small groups and decide what type of person would make the best impression on an employer concerning appearance. Share ideas with the class.

E. Make a list of questions that the employer might ask during an interview. 1) Age; 2) Experience; 3) Background; 4) Interests.

F. Take turns acting out employer and employee roles.

G. Discuss how students felt while being interviewed.

V. EVALUATION:

A. The teacher will evaluate the student through discussion of total job requirements and role playing abilities.

B. The students will evaluate each other with regard to appearance.

VI. RESOURCES:

A. Films:

"Body Care and Grooming", McGraw Hill Text Films—330 W. 42nd Street, New York, New York 10036 (RESA V Film Library—#MP836)

BOOKKEEPING

Module No. 2
Manipulative Activities
Role Playing

Correlation: Language Arts
Mathematics

I. GOALS

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand his/her interests, beliefs, attitudes, and abilities.

B. Understand the intrinsic satisfaction of work beyond the financial rewards; e.g. physical, emotional, social, creative, etc.

II. PERFORMANCE OBJECTIVES

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Interact in a realistic manner.

B. Discuss his/her likes or dislikes of the task performed.

C. Discuss how he/she prepared his/her purchase order.

III. TEACHER PREPARATION

A. Teacher Notes

Abilities and limitations have to be recognized before a job decision can be made. A person has to possess traits which are required for a job; e.g. a sales clerk should be able to, and enjoy, meeting the public. The emotional and social rewards come from knowing that the needs of the public have been met and the job well done.

B. *Materials and Equipment*

1. Cardboard
2. Paper
3. Marking Pens
4. Duplicating Materials

IV. LEARNING ACTIVITIES

A. Practice writing out sales slips—first as a group—then as a customer and a clerk.

B. Discuss how the student felt as both a customer and a clerk.

C. Make out five sales slips charged to the same customer and show a method of bookkeeping.

D. Given a certain number of employees in a store, tell how many sales slips a store would need in a month. Make it into a purchase order.

V. EVALUATION

A. The teacher will evaluate the student on his/her cooperativeness and degree of responsibility during this project.

B. The teacher will evaluate the record-keeping forms and sales slips and give a written grade.

VI. RESOURCES

A. Tapes

"Shopping Clerk/Stock Manager," J. S. Latta, Inc.—P. O. Box 1276, Huntington, WV 25715

DEPARTMENT STORE OCCUPATIONS

Module No. 3 Correlation: Language Arts
Resource Role Model

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss ordering and stocking methods of a store.

B. List important occupations connected with a department store.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A person is chosen for a particular job because he/she may have a desire and a potential for that job that no other available person has. e.g. employee in the pet department supply clerk. Each of these jobs are necessary to the distribution of goods and services. Some jobs may have a list of requirements that differ from any other job. e.g. clerk and supply personnel.

B. *Materials and Equipment*

1. Books
2. Magazines

IV. LEARNING ACTIVITIES:

A. Read books and magazine articles about merchandising and department stores.

B. Discuss what the students find in the magazines and books.

C. Listen and discuss department store occupations with a resource person.

D. Make a list of five important occupations and how they contribute to the work of a department store. 1) clerk; 2) bookkeeper; 3) stock boy; 4) floor supervisor; 5) buyer.

V. EVALUATION:

A. The teacher will evaluate the student on his/her participation in class discussion and his ability to identify department store occupations.

VI. RESOURCES:

A. *Books*

1. *Looking Forward to a Career in Fashion*, Margat Siegel, Dillon Press, Inc., 106 Washington Avenue, N., Minneapolis, Minnesota 55401.
2. *Careers in a Department Store*, Lerner Publications, 241 First Avenue, N., Minneapolis, Minnesota 55401. (RESA V Career Education Project.)

B. *Resource People and Places*

1. A sales clerk
2. A buyer
3. A department head

SUPPLY AND DEMAND

Module No. 4
Field Trip

Correlation: Language
Social Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of social value of the resulting products and services.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.
C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss why jobs exist and their importance.
B. Discuss what workers like and dislike about their work.
C. Write thank-you letters after the field trip.

III. TEACHER PREPARATION:

A. *Teacher Notes*

People seek to meet their materialistic desires. Their demand for these products make production and distribution a continuing process. As long as this demand exists, jobs in department stores will be available This job contributes to the supply and availability of materials.

B. *Materials and Equipment*
  1. Letters
  2. Transportation
  3. Have parents sign "Parents' Permission Slip".

IV. LEARNING ACTIVITIES:

A. Brief the children on some things they will want to look for at the store.
B. Prepare questions for the children to ask workers.
C. Outline conduct expected of students.
D. Participate in the field trip.
E. Write thank-you letters.

V. EVALUATION:

A. The teacher will evaluate the student through his/her ability to react to what they have seen on the field trip.

VI. RESOURCES:

A. *Resource People and Places*
Department Stores

EFFECTIVE WORK HABITS

Module No. 5
Role Playing

Correlation: Social Sciences

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Understand the physical, mental, and emotional requirements of workers who demonstrate effective work habits.
- B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Interact with others about a product.
- B. Discuss his/her feelings about the roles that he/she played.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Through role playing, the students are seeing the actual demands of the job. Cooperation among workers in the same job is related to the quality of the operation, e.g. supply and distribution from ordering to selling. Effective work habits make less pressure on the workers to satisfy the public.

B. *Materials and Equipment*

1. Notecards
2. Record keeping charts
3. Change

IV. LEARNING ACTIVITIES:

- A. Decide how many note cards are needed and order them.
- B. Decide on a date and time to meet to sell the cards.
- C. Have two or three students give a report on salesmanship. Practice selling to each other.
- D. Organize for the sale—appoint committees. Assign territories.
- E. After the sale, discuss how it could have been improved and how the children felt about it.

V. EVALUATION:

- A. The teacher will evaluate the students by observation and partially by the results of the sale.

VI. RESOURCES:

A. *Books*

1. *Marketing and Distribution* from Popeye Career Awareness Library, J. S. Latta Inc.—P. O. Box #1276, Huntington, WV 25715 (RESA V Career Education Project #72).
2. *Your Career in Selling*, Liston, Julian, Messner, One-West 39th Street, New York, NY 10018.

B. *Tape*

"Office and Sales" from the cassette program "Career Education: A Man's Work" J. S. Latta, Inc., P. O. Box 1276, Huntington, WV 25715.

C. *Pamphlets*

Careers for Youth in Business and Distribution Occupations. (RESA V Career Education Project #80).

PEOPLE WHO WORK IN WEATHER FORECASTING

A
Career Education Unit
for
Intermediate Level

Correlated
with
Language Arts, Mathematics and Science

INTRODUCTION

The purpose of this unit is to help students become aware of weather forecasting and of the opportunity this area can offer them for future careers.

This unit is written for intermediate level students but may need to be adapted to fit particular grade levels.

Learning activities which correlate career education with mathematics, science, and language arts are included in this unit. Field trips, interpersonal interaction, multi-media activities, occupational research, and role playing are utilized as teaching procedures to achieve the performance objectives.

WEATHER FORECASTING

Module No. 1 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of weather forecasting.
B. Understand the need for people to forecast our weather.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Discuss the need for good weather forecasting.
B. Distinguish accurate weather forecasting from inaccurate.
C. Use weather reporting to their advantage.
D. Understand why machines cannot replace people in weather forecasting.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Weather forecasting helps people become aware of possible storms and gives them the opportunity to prepare for the storm.

Weather conditions limit or make possible outdoor activities. (For example: farming, construction, leisure activities).

B. *Materials and Equipment*

1. Local Newspapers
2. National Newspapers
3. Television
4. Radio

IV. LEARNING ACTIVITIES:

A. Discuss the value of weather forecasting.
B. Discuss what would be good weather forecasting and evaluate various weather reports.
   1. Was the forecast correct?
   2. Future forecasts
   3. Completeness of the forecast
C. Discuss how students can use weather forecasting to their advantage.
   1. Planning activities
   2. Dressing
D. Discuss why machines cannot replace men in weather forecasting.
   1. Man reads weather machines
   2. Man informs the public

V. EVALUATION:

The student will be expected to write a short paper discussing the merits of weather forecasting.

VI. RESOURCES:

A. *Books*

1. Local school science textbooks.
2. *Young People's Science Encyclopedia* ed. National College of Education, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
3. *Exploring the Weather*, Gallant Doubleday & Company, Larden City, New York 11530.
4. *A Book to Begin on Weather*, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York, 10017.
5. *Concepts In Science*, Harcourt Brace and Javonovich, Inc., 757 Third Avenue, New York, New York 10017.

HOW WEATHER IS FORECAST

Module No. 2

Correlation: Language Arts
Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand how weather is measured.
B. Understand how weather is forecast.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed learning activities in this and other *modules*, the students should be able to:

A. List ways in which weather is measured.
B. Measure weather conditions for three consecutive days, forecast weather for the fourth day, and evaluate their forecasts.
C. Discuss various sayings and superstitions about the weather and try to determine their validity.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many instruments are used in forecasting weather. The data is gathered from each instrument and changes from day to day tell the weatherman what to expect the weather e.g., a falling barometer indicates percipitation.

B. *Materials and Equipment*
1. Newspapers
2. Magazines

IV. LEARNING ACTIVITIES:

A. Read books and articles about weather and weather forecasting.
B. Listen to national, state, and local weather forecasts.
C. Prepare questions for workers at the weather station.
D. Participant in field trips to weather stations to observe:
   1. Equipment used in weather forecasting.
   2. Workers performing various jobs.
E. Students will complete various work experience under the direction of weather station employees.
F. Each student will write a short summary of the work experience.
G. Discuss attitudes and duties of workers.
H. Discuss superstitions about weather and plans to determine if they are true.
   1. If it rains on Monday, it will rain all week.
   2. A ring around the moon—rain.

V. EVALUATION:

The teacher will evaluate the students through the use of discussion, work samples, and observation.

VI. RESOURCES:

A. *Books*
   1. *A Book to Begin on Weather*, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.
   2. *Exploring the Weather*, Gallant, Doubleday & Company, Garden City, New York 11530.
   3. *Everyday Weather and How It Works*, McGraw-Hill Books, 1221 Avenue of the Americas, New York, New York 10036.
   4. *Junior Science Book of Rain*, Hail, Sleet and Snow, Garrard Publishing Co., 1607 N. Market Street, Champaign, Illinois 61820.
   5. *Why Does It Rain*, Harvey House, Inc., 5 South Buckhout Street, Irvington-on-Hudson, New York 10533.
B. *Field Trip*

AFFECTS OF WEATHER

Module No. 3

Correlation: Language Arts
Science
Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Understand how weather affects the planting of crops.
- B. Understand the need for people to forecast our weather.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Decide the best time of the year to plant the general farm crops.
- B. Plant various seeds at different times to see if his/her decision was correct.

III. TEACHER PREPARATION:

- A. *Teacher Notes*

  Farmers attempt to plant their crops when and where the weather is suitable for growth. The annual rainfall affects what will be planted in an area. Some crops demand more water than others, e.g., melons and fruits.

- B. *Materials and Equipment*
  1. Seeds
  2. List of farmers

IV. LEARNING ACTIVITIES:

- A. The students will talk with farmers to see what they consider before planting their crops.
- B. The students will read to see what conditions are best for different crops.
- C. The students will study weather to see how it changes at various times of the year.
- D. The students will plant seeds and record their growth at various times of the year.

V. EVALUATION:

The students will be evaluated on how well they succeed with their planting project and the completeness of their interviews with area farmers.

VI. RESOURCES:

- A. *Books*
  1. *Farmer's Almanac*, Almanac Publishing Co., Lewiston, ME 04240.
  2. *Better Homes and Gardens Gardening Book*, Better Homes and Gardens Press Consumer Book Division of Meredith Corporation, 1716 Locust Street, Des Moines, Iowa 50303.
  3. *Yellow Pages of Learning Resources*, MIT Press, Cambridge, Mass. (RESA V Career Education Project #120).
- B. *Resource People and Places*
  1. Local farms
  2. Local farmers

TELEVISION WEATHERMAN

Correlation: Language Arts

Module No. 4

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

- A. Understand the physical, mental, and emotional requirements of the television weatherman.
- B. Understand the skills necessary to be a television weather person.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Discuss the role and his/her interpretation of the character he/she plays with the class.
- B. Discuss the skills needed to be a television weather person.

III. TEACHER PREPARATION:

Teacher Notes

The television weatherman has the responsibility to tell the public the information that has been collected from reading the measuring tools. The accuracy of this information depends upon the skills of those reading the instruments. A weatherman knows that accuracy in predicting the weather is expected and necessary.

B. *Materials and Equipment*

Television

IV. LEARNING ACTIVITIES:

- A. Watch various weather forecasts on television.
- B. Discuss the role to be played.
- C. Discuss feelings about the role being portrayed.
- D. Portray the role of a television weather person.

V. EVALUATION:

The teacher will evaluate the students by observation of the played, discussion, and interaction.

VI. RESOURCES:

- A. Weather maps of West Virginia and the United States.

Module No. 5

CAUSES OF WEATHER

Correlation: Language Arts
Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the various conditions which cause our weather.

B. Understand how the knowledge of our weather is being used to benefit mankind.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Discuss the various elements that bring about our weather.

B. Discuss how the knowledge of our weather is being used to benefit mankind.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The weatherman has to be informed of atmospheric conditions which cause weather, e.g. pressure, temperature, humidity. The conditions for a wide area are studies to see what is developing. The prediction is made by knowing what affect the condition has. Man is benefited by knowing ahead of time about a future change in weather.

B. *Materials and Equipment*

16 mm projector

IV. LEARNING ACTIVITIES:

A. View film the "Unchained Goddess."

B. Discuss the conditions which cause our weather and how they originate.

1. highs
2. lows
3. air pressure
4. cloud coverage

C. Discuss how our knowledge of weather benefits mankind.

1. Planning activities
2. Planting and harvesting crops

V. EVALUATION:

The teacher will evaluate the student through discussion about weather conditions and how they originate. The teacher should be aware of any motivational changes in students.

VI. RESOURCES:

A. *Books*

1. *Everyday Weather and How It Works*, McGraw Hill Books, 1221 Avenue of the Americas, New York, New York 10036.
2. *Exploring the Weather*, Gallant, Doubleday & Company, Garden City, New York 11530.
3. *Yellow Pages of Learning Resources*, MIT Press, Cambridge, Mass. (RESA V Career Education Project #120).

B. *Film*

"Unchained Goddess", Bell Telephone Company, (RESA V Film Library MP 764).

Junior High Career Education Teaching Modules

Page No.

People Who Work In Environmental Careers 100 through 110

Introduction 101
Module 1—Traditional and Emerging Occupations 102
Module 2—Meaningful Work 103
Module 3—Attitudes of Workers 104
Module 4—Problems and Effects of Air Pollution 105
Module 5—Data Gathering for Land Pollution Problems 107
Module 6—Role of the Department of Natural Resources 108
Module 7—Man's Responsibility to His Environment 109
Module 8—Practical Application of Conservation Methods 110

People Who Work With Music 111 through 122

Introduction 112
Module 1—Musical Occupations 113
Module 2—Skill Requirements for Musical Occupations 114
Module 3—Education and Training Requirements for Musical Occupations 115
Module 4—Interaction of Musical Occupations 116
Module 5—Social Contributions of Music 117
Module 6—Jobs and Life Styles 118
Module 7—Skill Exercises In Conducting 119
Module 8—Musical Perception and Evaluation 120
Module 9—Job Qualifications for Conducting 121
Module 10—People Involved In The Music Profession 122

People Who Work For The Newspapers 123 through 136

Introduction 124
Module 1—Occupational Research—Journalism 125
Module 2—Skills and Qualifications of Newspaper Workers 127
Module 3—Analysis of Job Requirements and Rewards for Newspaper Workers 128
Module 4—Observing Newspaper Workers 129
Module 5—Role Playing of Newspaper Workers 130
Module 6—Techniques of Writing A Newspaper 131
Module 7—Career Choice in Journalism 132

People Who Work In Construction 137 through 166

Introduction 138
Module 1—Building Occupations 139
Module 2—Responsibility of Builders 140
Module 3—Survey of Personal Interests 141
Module 4—Note Taking and Interviewing Skills 142
Module 5—Student Self-Evaluation 143
Module 6—Researching Study Programs 144
Module 7—Terms, Tools, and Techniques of The Masonry Trade 145

PEOPLE WHO WORK IN ENVIRONMENTAL CAREERS

A
Career Education Unit
for
Junior High School Level
(Seventh-Ninth)

Correlated
with
Science

INTRODUCTION

This career education resource unit was prepared for junior high school students. This unit was designed to be correlated with science, although other areas are closely related. In class the students will be involved in reading, researching, discussing, writing reports, giving oral reports, doing observation, role playing, planning, interviewing, listening, questioning, and decision making.

This unit was built on an approach aimed at the development of skills and understandings which relate to occupations in environmental careers. The implication is that one day most people are going to enter the labor force and produce the goods and services needed by society. Giving a new emphasis and a new look to "career education" will assure that all instruction is relevant to the real life concerns of students so that they may develop basic skills, attitudes, and knowledge that will be essential for success in any career that they may choose.

TRADITIONAL AND EMERGING OCCUPATIONS

Module No. 1

Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Understand the structure and methods of classifying occupations and recognize sources of information.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify major environmental problems.

B. Discuss the seriousness of the environmental threats to our lives.

C. Classify and list the different agencies and the jobs related that are helping to solve the environmental problems facing mankind.

III. TEACHER PREPARATION

A. *Teacher Notes*

Assist students in determining the different agencies and jobs involved in environmental protection. Help students to become aware of the significance of these agencies in solving environmental problems. Since every occupation contributes to society and changes and conditions in the world affect careers, therefore, people must adapt as the world changes. Each individual is responsible for the condition of the environment. The need is present to repair the damage to the air, water, soils, plants, animals. Every person must work toward making this a better world in which to live. A list of related jobs might include: landscape architect, gardner, nursery manager, retail florist, tree surgeon, truck farmer, fruit grower, floriculturist, horticulturist, botanist, plant pathelogist, hydrologist, agronomist, soil conservationist, forest ranger, park service worker, tobacco farmer, etc.

B. *Materials and Equipment*

Filmstrip Projector

IV. LEARNING ACTIVITIES

A. View film "House of Man, The—Our Changing Environment".

B. Discuss problems of the environment.

C. Gather information on agencies and jobs related to environment.

D. View filmstrip "Occupations in the Environment".

E. Students will gather pictures, newspaper articles, etc., for the bulletin board.

F. Students will interview people on specific environmental problems.

G. Students will see if he/she can bring a guest speaker to class.

H. Student will write to various institutions, agencies, and or government officials both local and federal regarding environmental concerns and careers.

V. EVALUATION

The teacher will evaluate the student through discussion and materials brought in for bulletin board. The teacher will evaluate the student on their list of agencies and jobs. The teacher will examine the information received by the students.

VI. RESOURCES

A. *Books*

1. *Careers in Conservation: Opportunities in Natural Resources*, Henry E. Clepper, Ronald Press Co., 79 Madison Ave., New York, N. Y. 10016.
2. *Career Education in the Environment*, Olympus Research Corp., 818—18th Street, N.W. Washington D.C. 20006.
3. *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Ave., New York, N.Y. 10001, 1972.
4. *Career Encyclopedias*, J. G. Furgeson and Co., 6 North Michigan Ave., Chicago, Ill. 60602, 1972.

B. *Magazine*

"Careers 'Doing Something' for The Environment", Changing Times Magazine.

C. *Film*

"House of Man, The—Our Changing Environment", Encyclopedia Britannica Educational Corp., 425 North Michigan Ave., Chicago, Ill. 60611 (RESA V Film Library MP291.)

D. *Filmstrip*

"Overview—Occupations in Ecology", Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill., 60614. (RESA V—Career Education Project #142.)

E. *Pamphlets*

1. *Career Opportunities in Biology*, Russell B. Stevens, National Academy of Sciences.
2. *Careers in Soil and Water Conservation*, Soil Conservation Society of America.

F. *Kit*

"Popeye Environmental Careers", King Features, 235 East 45th St., New York, N.Y. 10017. (RESA V—Career Education Project #72.)

MEANINGFUL WORK

Module No. 2 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the value of science courses in terms of their function in the world outside the classroom.

B. Understand the intrinsic satisfaction of work beyond the financial rewards; e.g., physical, emotional, social, creative, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. List the effects of man's mismanagement of water.

B. List and discuss the occupations that are involved in water management.

C. Discuss what the future will be like if man continues to mismanage earth's water supply and create a list of occupations that might be brought about if our water pollution problem is not solved.

D. Identify common water pollutants found in various water supplies.

E. Compose a list of how he/she personally can help reduce water pollution.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Assist students in identifying water problems. A job description list and addresses for writing for information on environmental problem and careers. Distinguish between intrinsic and extrinsic gratification in relation to work. Other rewards might be self respect, getting to know people, challenges, growth and development of self and the promotion of one's well-being. Along the lifeline there are certain physical and emotional fulfillments people seek such as ice cream for kids or motor bikes for teenagers, etc.

B. *Materials and Equipment*

1. Filmstrip projector
2. Microscopes

IV. LEARNING ACTIVITIES:

A. View Filmstrip "Water Pollution".

B. Read books, magazines and handouts about water pollution.

C. Discuss man's misuse of water.

D. Discuss the jobs involved in management of water and their importance in the control of pollution.

E. View Filmstrip "Water Plant Operator".

F. View pollutants under microscope of student's samples and discuss the factors that alter the composition of water.

G. Interview factory managers or places that pollute and find out what is poured into the water and what water pollution controls are used if any.

H. Check local newspaper and report on the number of different causes of water pollution mentioned in a single issue.

I. Compare the major causes of water pollution today with the major causes 100 years ago and possible solutions.

V. EVALUATION:

A. The teacher will evaluate the student through the discussion and their list and interviews. The teacher will check drawings of the different types of water pollution.

VI. RESOURCES:

A. *Books*

1. *This Vital Air: This Vital Water*, Rand-McNally and Co., Box 7600, Chicago, Ill. 60680.
2. "Careers In Natural Resources", *Chronicle Occupational Beliefs*, Chronicle Guidance Publishers, Monavia, New York 12118
3. *Silent Spring*, Rachil Carson, Houghton Mifflin Company, Two Park Street, Boston, Massachusetts 02107.

B. *Magazines*

1. "Look at Water Pollution Across the U.S." U.S. News, July 30, 1973.
2. "Don't Drink the Water", Newsweek, July 23, 1973.
3. "Breakthrough in Water Pollution", Reader's Digest, June, 1971.

C. *Filmstrips*

1. "Water Pollution", Eyegate House, 146-01 Archer Ave., Jamaica, New York 11435.
2. "Water Plant Operator", Eyegate House, 146-01 Archer Ave., Jamaica, New York 11435. (RESA V—Career Education Project #142.)

D. *Pamphlets*

1. "A Citizens Guide to Clean Water", Izaak Walton League of America.
2. "Action for Environmental Quality", Environmental Protection Agency, Washington, D.C.
3. "A Drop to Drink", Environmental Protection Agency, Washington D.C.
4. "Needed Clean Water", Federal Water Pollution Control Administration, Washington, D.C.
5. "Water and the Land", Department of Agriculture, Washington, D.C.

ATTITUDES OF WORKERS

Module No. 3 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.

B. Discuss the factors that the employee's liked and disliked about their work.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Arrange a field trip to the water-waste treatment plant. Invite some parents to assist during the field trip. The student will be seeking information about the different types of jobs, the workers attitudes, and the contribution of exact jobs to the operation of the water-waste treatment plant. Try to bring out the relationship the plant has on the whole picture of water pollution (drinking, water management, water tests, return of water to the river or lake.) Develop the understanding that all instruction should be relevant to real life situations that every individual can have a meaningful, rewarding career. Different occupations are interrelated in many ways. For example, if a chemical was dropped in the water supply, crippling the area, how does this affect each job? Stress the interdependence of workers in a stress situation.

B. *Materials and Equipment*

1. Microscopes

IV. LEARNING ACTIVITIES:

A. Prepare questions to ask workers.

B. Participate in field trip.

C. Discuss attitudes and duties of workers.

D. Collect water samples.

E. Discuss the contribution and problems of this plant concerning water pollution.

F. Write thank-you notes.

V. EVALUATION:

The teacher will evaluate the students through the use of discussions, samples collected, discussions in class and their observations.

VI. RESOURCES:

Field Trip—Water-Waste Treatment Plant

PROBLEMS AND EFFECTS OF AIR POLLUTION

Module No. 4 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation; e.g., financial hours of work, geographical location, physical and mental requirements, etc.

B. Understand the structure and methods of classifying occupations and recognize the sources of information and experience.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Compose a list of the major sources of air pollution (automobiles, industry, power plants, space heating, refuse burning).

B. Explain some of the effects of air pollution on human health, vegetation, property, and weather.

C. Compose a list of agencies and jobs that are involved in solving air-pollution and what they are doing.

D. Orally describe the relationships of the work done by the above occupations and how they effect one's life.

E. Describe how air pollution comes from both man-made and natural sources and affects our total environment.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Assist students in obtaining information about occupations. Help students understand that they should seek information about all kinds and levels of work. Develop awareness of different types of jobs, working conditions, length of workdays, and how this influences life styles. The choice of a career involves a compromise between greater and lesser needs. People pursue careers for many reasons. Every individual develops a personal "style" which he can fulfill in a career with a similar "style". People change and sometimes change careers as they go through life. Different occupations are interrelated in many ways. Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards. Every individual can have a meaningful, rewarding career. A person's best career direction develops over a long period of time.

B. *Materials and Equipment*

1. Projector
2. Books, pamphlets, briefs
3. Microscopes

IV. LEARNING ACTIVITIES:

A. View Filmstrip "Air Pollution"

B. Take a survey on how many people have trouble with coughing or wheezing. What is the possible cause?

C. View Film "Effects of Air Pollution"

D. Take a survey on how many people have air pollution controls on their cars. Find out how these work.

E. Discuss how the automoble contributes to air pollution.

F. Determine what gases are the worst pollutants.

G. Write to the city government and federal government and find out what is being done about air pollution and what the future plans are.

H. View Film "Control of Air Pollution"

I. Watch the sunset every night for one week from the vicinity of a factory. Note the various colors, clouds, and smoke. Illustrate in some way.

J. Interview factory managers to determine what controls for pollution they have in operation.

K. Investigate the neighborhood and report on major sources of air pollution and divide students into groups and conduct experiments to determine how dirty the air really is.

L. Draw a map of your town or school neighborhood locating major sources of air pollution and in groups have the students suggest ways to help control or reduce air pollution and what agencies and jobs are involved.

M. Discuss whether pollution should be combatted by legal measures or by influential public opinion. How will measures against pollution affect local industry? What affective action can individuals in the class take?

V. EVALUATION:

A. The teacher will evaluate the students on their discussions, observations, drawings, interview and pollution identification and jobs and agencies.

VI. RESOURCES:

A. *Magazines*

1. "Air Quality in American Homes", *Science*, Jan., 1972.
2. "Particulate Air Pollution", *Science Activities*.
3. "Poison in the Air", *Science Digest*, Sept., 1971.
4. "The Control of Air Pollution", *Science Activities*, Oct., 1973.
5. "What is in a Breath of Fresh Air", *Today's Health*, Feb., 1973.

B. *Films*

1. "Control of Air Pollution", U.S. National Audio-Visual Center.
2. "Effects of Air Pollution", U.S. National Audio-visual Center.

C. *Filmstrip*

1. "Air Pollution", Eyegate House, 146-01 Archer Avenue, Jamica, New York 11435.

D. *Pamphlets*

1. "Air Pollution Explained: Pollution and Your Health", W. Va. TB and RD Association.
2. "Air Pollution Explained: The Pollutants", W. Va. TB and RD Association.
3. "Air Pollution Facts", Solution to Automobile Air Pollution, National TB and RD Association.
4. "Clean Air It's Up To You", U.S. Environmental Protection Agency, Washington, D.C.
5. "Health Effects of Invironmental Pollution", U.S. Environmental Protection Agency, Ibid.
6. "High Cost of Breathing", Conservation Leader.
7. "Needed Clean Air", U.S. Environmental Protection Agency, Washington, D.C.
8. "Public Interests Report: Solutions to Stationary Sources of Air Pollution", Environmental Education Group.
9. "The Campaign for Cleaner Air", Public Affairs Committee.
10. "The Clean Air Act", U.S. Environmental Protection Agency, Washington, D.C.
11. "W. Va. Air Pollution Control Commission, 73 Annual Report", Air Pollution Control Commission, Charleston, WV.

DATA GATHERING FOR LAND POLLUTION PROBLEMS

Module No. 5

Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other units, the student should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.

B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify and explain that solid wastes are aesthetically unpleasant and physically disturbing.

B. Describe that solid wastes affect human health by providing refuges for rodents and breeding places for flies, and by polluting the air, water, and land.

C. Compose a list of the jobs that are involved in the community in helping to reduce the solid waste problem or design new jobs or solutions needed to offset the increased amount of solid waste.

III. TEACHER PREPARATION:

A. *Teacher Notes*

See that all students understand their assignment, so they can be assured of success in relating the occupational area the solution of a problem. Develop the concept of how goods are produced and consumed then recycled and methods of recycling. Every occupation contributes to society. Changes and conditions in the world affect careers. People must adapt as the world changes.

B. *Materials and Equipment*

1. Projector

IV. LEARNING ACTIVITIES:

A. View filmstrip "Land Pollution".

B. Read and discuss articles on solid waste problem.

C. Investigate community's method of solid waste disposal.

D. Invite community resource people to your classroom to discuss problems associated with solid waste disposal. Example: trash collectors as other personnel from the Sanitation Department.

E. Try to find out if there are other methods that might be better.

F. Do a survey to locate solid waste recepticles in the school, neighborhood, and community. Determine what types of disposals are being thrown away. Determine whether the number and location of the recepticles are sufficient for the needs of the people. It is said that archaeologists discover much about early man by studying his garbage area. What might they discover about our society using this method?

G. Define the term "recyclable". Investigate what recycling jobs and facilities are available in the area. Also, include programs of local organizations. Conduct a paper recycling drive at school.

H. Collect and weigh solid waste from your family for one day. Using these figures, calculate how much solid waste is produced in a week, a month, and a year. Using the figures for your family, calculate the solid wastes produced by your street or neighborhood, school, city and state. Compare these findings with national figures.

I. Discuss "op" art and junk sculpture and create "op" art and junk sculptures made from solid waste materials and list other possible ways for the use of solid wastes.

J. Make a poster, bulletin board, or collage on solid waste problems.

V. EVALUATION:

A. The teacher will evaluate the student through the use of discussions, work samples, and observations.

VI. RESOURCES:

A. *Film*

"Land Pollution", Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435.

B. *Magazines*

1. "Environmental Effects of Solid Wastes"
2. "Garbage: The History and Future of Garbage in America", *Newsweek*, July 1973.
3. "Waste Management Study"

ROLE OF THE DEPARTMENT OF NATURAL RESOURCES

Module No. 6 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Describe the contribution that the Department of Natural Resources makes to society.

B. Identify the reasons why occupations in the Department of Natural Resources exist.

C. List different items that contain natural resources and are found in the classroom and the community.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Invite resource people to the classroom. They should be able to discuss that man is using Earth's natural resources much faster than they can be replenished. Discuss what is being done to control the situation and what needs to be done. Develop a questionnaire to interview speaker. Have students prepare their own lists of questions. Every career requires some special preparation. Every person is an individual with different abilities, interests, needs and values. Any career has levels of responsibility. A person's relationship with other people, with his employer, and with society affect his own careers as well as the careers of others.

B. *Materials and Equipment*

1. Resource person
2. Samples of natural resources: trees, flowers, etc.
3. Maps

IV. LEARNING ACTIVITIES:

A. Ask prepared questions to speaker.

B. Read articles on natural resources.

C. Listen and discuss work of Department of Natural Resources.

D. Have the student collect natural resources and identify.

E. Observe and list all materials used in making your school building.

F. Write thank you notes.

G. Locate the following on an outline map of West Virginia (coal deposits, oil deposits, natural gas, national forests, five major rivers).

H. The student will conduct experiments to discover how the soil is formed.

I. The students will make a model of a farm with plaster of Paris or paper mache; include buildings and fields.

J. Illustrate various soil conservation methods in different fields.

K. Discuss and list ways to conserve natural resources.

L. Have the students keep records of current conservation methods, news events in your community and/or federal government over a period of time.

M. The students will visit forests to learn the importance of trees.

N. The students will plant trees, flowers, etc., in areas around school or areas needing conservation measures.

V. EVALUATION:

A teacher will evaluate the student on his/her contribution to the discussion and his/her identification of natural resources and collection. The student will also be evaluated on his/her model construction.

VI. RESOURCES:

A. *Materials and Equipment*

1. Resource person
2. Samples of natural resources: trees, flowers, etc.
3. Maps
4. Collected newspaper and magazine articles

MAN'S RESPONSIBILITY TO HIS ENVIRONMENT

Module No. 7 Correlation: Science

I. GOALS

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical and mental requirements, etc.

B. Understand educational and experience requisites for career options and tentatively and continuously plan various alternatives.

C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the use of Earth's natural resources at a rate faster than they can be replenished.

B. Devise ways for conserving and wiser use of our energy.

C. List the advantages and disadvantages that have come out of the energy shortage.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Contact Hope Natural Gas to set date and time for tape and slide presentation. Aid student in locating materials and careers available in this area. Changes and conditions in the world affect careers. Careers can be grouped in various ways into families requiring similar abilities and providing similar rewards. A person's best career direction develops over a long period of time. Every individual develops a personal "style" which he can fulfill in a career with a similar "style." An event might change a person's lifestyle or career. For example: Both parents are killed in an accident; an illness or handicap disqualifies one for his chosen career; the chosen career becomes obsolete. Then it becomes necessary to develop alternative plans; to continue leading a productive rewarding life.

B. *Materials and Equipment*

IV. LEARNING ACTIVITIES:

A. View tape-slide presentation "George Can't Do It Alone".

B. Ask prepared questions have discussions in class about the talk.

C. Find out what is our town's source of electrical energy and how it is produced.

D. Determine how you use electrical energy in your day-to-day life. For one day, keep tract of the times you use electricity. Also list the purpose for which you used this energy.

E. Determine how many of these uses could you do without and still lead a comfortable life.

F. Read articles "The Real Meaning of Energy" and "The Real Lessons of the Energy Crisis"—Good for Bad.

G. List activities which waste or do not wisely use energy and develop solutions, e.g., find out what gas stations and garages do with used oil and what could be done to reuse it.

V. EVALUATION:

The teacher will evaluate the students on their discussion and answers to the various questions put before them.

VI. RESOURCES:

A. *Tape-Slide*

"George Can't Do It Alone", Hope Natural Gas Company.

B. *Pamphlets*

1. "Do We Understand Energy?", West Virginia Department of Education, Charleston, West Virginia.
2. "George Can't Do It Alone", Hope Natural Gas Company.
3. "Energy For You Today and Tomorrow", Gas Appliance Asso.
4. "Public Interest Report: Nuclear Power Plants", Environmental Protection Group.

PRACTICAL APPLICATION OF CONSERVATION METHODS

Module No. 8 Correlation: Science

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand effective work habits and instrinsic satisfaction of work, interact effectively in a variety of situations while being aware of the need of others.

B. Understand the value of academic, general, and vocational subjects in terms of their function in the world outside the classrooms.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Construct a model for improving the school ground.

B. Identify the jobs needed in constructing the model.

C. Discuss the work role to carry out the construction of the model.

D. Identify the ways in which the academic subjects are needed by the worker he/she portrayed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

See that all students understand their duties, responsibilities, etc., so that they can be assured of success in relating the occupational area and success in academic requirement of the role. Develop the understanding that all instruction should be relevant to real life situations. Every individual can have a meaningful, rewarding career. Different occupations are interrelated in many ways. Every individual develops a personal "style" which he can fulfill in a career with a similar style.

B. *Materials and Equipment*

1. Paper
2. Pencils
3. Shovels, spades, etc.

IV. LEARNING ACTIVITIES:

A. Student will choose his role and discuss the role to be portrayed (writing up projects, social aspects, and history, design and new land scape, construction work).

B. Discuss feelings about the various roles portrayed.

C. Discuss the need for academic skills in the actual improvement of the school grounds.

V. EVALUATION:

The teacher will evaluate the student by observation of the role played, discussion of questions pertaining to his/her role, and their interaction with each other in their construction.

VI. RESOURCES:

A. *Junior Scholastic Articles*

1. "Nature is the Backdrop"
2. "Urban Problems: What We've Got"
3. "Man's Communities versus Nature"
4. "A Community is More Than Buildings"
5. "Do-It-Yourself Community Map"

PEOPLE WHO WORK WITH MUSIC

A
Career Education Unit
for
Junior High Level
(Seventh-Ninth)

Correlated
with
Music

INTRODUCTION

This career education resource unit was prepared for junior high students. The unit's direct correlation is with music. Students will explore the many jobs connected with the music profession—performing, instructing, sales and maintenance of musical equipment, conducting, composing, managing, and executing live performances.

The purpose of this unit is to help young people develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of the many occupations available to them when they enter the work force and produce the goods and services needed by society.

Methods to be incorporated while carrying out this unit are: role playing, field trip, multi-media, research activities, performances, interviews with workers, and resource people. These instructional activities will be relevant to the real life concerns of students and enable them to develop basic skills, attitudes and knowledge that will be essential for success in any career they choose.

J-2.3

MUSICAL OCCUPATIONS

Module No. 1

Correlation: Music

I. GOALS:

After teachers have directed the learning activities in this and other *units*, the student should be able to:

A. Understand the ways in which subject content is functional within and outside the classroom in the career world.

B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. List a variety of occupations associated with music.

B. Describe occupations associated with the orchestra: composer, conductor, business manager, technicians, lighting technician, transportation, managers, ticket agents, music critics, music dealers and people who repair and make instruments.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students need help in obtaining information about occupations and in identifying the skills of persons involved in each occupation. They also need to see the relevancy between school subjects and the real world of work.

B. *Materials and Equipment*

1. Film projector
2. Record player

IV. LEARNING ACTIVITIES:

A. View film: "Toot, Whistle, Plunk and Boom".

B. Discuss and list the different sections of the orchestra: woodwind, percussion, brass, and strings.

C. Discuss the sections of the orchestra and the contribution of each section.

D. Discuss the instrumentalist as a professional person.

E. Discuss other occupations or jobs related to the orchestra.

F. Students prepare a report on one of the instruments of each family of instruments.

G. Students prepare a *report* on one of the related occupations.

H. Discuss terms related to the performance: glissando, pizzacato, stopping, etc.

I. View film: "The Road Ahead".

V. EVALUATION:

A. Students must be able to name related occupations to the orchestra.

B. Students must be able to write a job description related to the orchestra.

C. Students must be able to recognize instruments of the orchestra (timbre and visually) and classify them according to family.

VI. RESOURCES:

A. *Books*

1. *Making Music Your Own*, pgs. 24-35, Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960.
2. *Making Music*, International Publications Service, 114 E. 114 E. 32 Street, New York, New York 10016.
3. *Let There Be Music*, pgs. 83-115, Allyn & Bacon, 470 Atlantic Avenue, Boston, Massachusettes 92210.

B. *Films*

1. "Toot, Whistle, Plunk and Boom", Walt Disney Productions, 350 South Buena Vista Street, Burbank, California 91503—(RESA V—Film Library #MP 968)
2. "The Road Ahead", CCM Films, Inc., 866 Third Avenue, New York, New York 10022—(RESA V—Film Library #MP 589)

C. *Record*

Instruments of the Orchestra, Young Person's Guide to the Orchestra, Golden Record Library, Arthur Shinkin, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia.

D. *Pamphlet*

"Careers In Music", National Association of Schools of Music, Suite 650 One Du Pont Circle, Washington, D. C. 20036.

SKILL REQUIREMENTS FOR MUSICAL OCCUPATIONS

Module No. 2

Correlation: Music

I. GOALS:

After teachers have directed the learning activities in this and other *units*, the students should be able to:

A. Understand his/her abilities, likes, dislikes, aptitudes and limitations.

B. Understand the intrinsic satisfaction of work beyond the financial rewards.

II. PERFORMANCE OBJECTIVES:

After the teacher had directed the learning activities indicated in this *module*, the student should be able to:

A. Identify his/her likes and dislikes of different occupations within the orchestra.

B. Determine the reasons for liking or disliking particular jobs connected with the orchestra.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A person's likes and dislikes (as well as the pay) often affect the satisfaction they get from doing a job.

B. *Materials and Equipment*

1. Record player
2. Film projector
3. Filmstrip projector

IV. LEARNING ACTIVITIES:

A. Students will discuss requirements for occupations related to the instruments.

B. Students will discuss their likes and dislikes of occupations related directly to the instruments: repairman, salesman, etc.

C. Students will be made aware of his/her own abilities and aptitudes concerning instruments ("Hands On Approach").

D. View filmstrip: "The Young Performers".

E. Listen to recording which identifies the timbre of each instrument.

F. Student will experiment with each type of instrument.

G. Student will prepare a visual aide indicating each part of the orchestra and the seating pattern of the orchestra.

H. Discuss the famous builders of the stringed and other instruments. Students will complete one report on a famous family.

V. EVALUATION:

A. Listening quiz on the timbre of each instrument of the orchestra.

B. Students will evaluate their abilities to manipulate the instrument.

C. Students should be able to list and describe a number of occupations directly related to the instruments themselves: salesman, repairman, manufacturer, etc.

D. Teacher may devise a student information form to survey or test students' interests, aptitudes, and abilities, or contact the school guidance counselor or RESA V for survey or test instruments already developed.

VI. RESOURCES:

A. *Filmstrip*

"Young Performers", Bell Telephone Company—RESA V—Film Library #MP 994)

B. *Film*

"The Instruments of the Orchestra", McGraw-Hill Text Films, 330 West 42nd Street, New York, New York 10036—(RESA V—Film Library #MP 351)

EDUCATION AND TRAINING REQUIREMENTS FOR MUSICAL OCCUPATIONS

Module No. 3 Correlation: Music

I. GOALS:

After the teachers have directed the learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying traits and as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contribution that the conductor has made to society.

B. Identify the reasons for the variety of occupations within the band or orchestra.

C. Discuss the basic role of each member and his/her contribution to the total group.

D. Realize that every worker is a link in the chain of completing a task.

III. TEACHER PREPARATION

A. *Teacher Notes*

People should be respected for their contribution to society and discussed as a link in the chain of completing a task.

B. *Materials and Equipment*

1. Resource person
2. Filmstrip projector

IV. LEARNING ACTIVITIES:

A. Discuss the educational and training requirements of the conductor.

B. View filmstrip: "Sound of the Orchestra".

C. Listen to resource person—tape local band director.

D. Read and discuss information concerning the role of the conductor.

E. Students learn the basic conducting patterns so as to enhance the information which the conductor will deliver.

F. Discuss requirements for entrance into the orchestra.

G. View filmstrip: "Where Do I Go From Here?"

V. EVALUATION:

A. Students will write a job description of the position of conductor: his general contribution to society and to the work of art and himself as a person.

B. Students will list the requirements necessary to hold the position of conductor.

C. Students will be able to draw the basic meter patterns of conducting.

D. Students will be able to conduct in each meter.

VI. RESOURCES:

A. *Books*

Making Music Your Own: "At the Symphony", Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960

B. *Films*

1. "Where Do I Go From Here?" College Placement Council, Inc.,—(RESA V—Film Library # MP 723.)
2. "Sound of the Orchestra", McGraw-Hill Text Films, 330 West 42nd Street, New York, New York 10036—(RESA V—Film Library # MP 992.)

C. *Resource Person*

Band Director

INTERACTION OF MUSICAL OCCUPATIONS

Module No. 4 Correlation: Music

I. GOALS:

After the teachers have directed the learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.

B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why different jobs exist and the importance of each.

B. Discuss their reasons for enjoying or disliking a particular job associated with the music store.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Jobs emerge and diminish because of our changing world. Changes and conditions in the world affect careers. Individuals must be taught to adapt as the world changes. Arrange for a resource person to come to the school and explain the functions of a music dealer.

B. *Materials and Equipment*

Projector

IV. LEARNING ACTIVITIES:

A. Discuss—what is a music dealer?

B. What does a music dealer sell?

C. Make a list of items and duties that are connected with the music dealer and discuss how supply and demand fluctuate as a result of social values.

D. Discuss the contribution of the music dealer to the community and to the school.

E. Discuss the variety of occupations within the music store: clerk, typist, salesman, and repairman.

F. Discuss the basic requirements and educational requirements of the music dealer.

G. Listen to resource person.

H. View filmstrip: "Should I Go To College".

V. EVALUATION:

A. Write a job description of the music dealer.

B. Make a list of social functions that the music dealer contributes to.

C. Students will be able to list other occupations necessary to run a music store.

VI. RESOURCES:

A. *Film*

"Should I Go To College", Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois, 60611. (RESA V—Film Library # MP 1153).

B. *Resource People and Places*

1. Music Dealer
2. Music Store

SOCIAL CONTRIBUTIONS OF MUSIC

Module No. 5 Correlation: Music

I. GOALS:

After the teachers have directed learning activities in this and other *units*, the student should be able to:

A. Recognize that jobs emerge and diminish because of the society value of the resulting products and services.

B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the reasons why different jobs exist and the importance of each.

B. List reasons for enjoying or disliking a particular job associated with the orchestra.

C. Discuss each worker's contribution to the finished product.

III. TEACHER PREPARATION:

A. *Teacher Notes*

All individuals contribute to the welfare of society in terms of work. Every occupation contributes to society. Arrange for a field trip to a symphony orchestra concert. Teachers should have parents sign "Parent Permission Slips" and should outline conduct expected of students participating in the field trip.

B. *Materials and Equipment*

1. Parent permission slips
2. Prepared list of questions to ask resource persons

IV. LEARNING ACTIVITIES:

A. Prepare a checklist of each section of the orchestra and its contribution to the total performance.

B. Read and discuss material in the book "The Joy of Music" relating to the value of the orchestra to the community and society as a whole.

C. Discuss the area lived in as being relevant to job opportunity in relation to the orchestra.

D. Students will interview one performer and discuss his/her personal satisfaction with his/her position, as well as his/her feeling of contribution to society.

E. Students will make a list of all jobs visibly involved in the presentation of the program.

V. EVALUATION:

A. Student lists of persons visibly involved in presenting the program will be discussed.

B. Students will be evaluated on accuracy of prepared checklists and skills used in evaluating the performer.

VI. RESOURCES:

A. *Books:*

1. *"Making Music Your Own"*, Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960
2. *Music In Modern Media*, Dolan, Robert E., G. Schirmer, Inc., 609 Fifth Avenue, New York, New York 10017.
3. *The Joy of Music*, Bernstein, Simon & Schuster, Inc., 630 Fifth Avenue, New York, New York 10020

B. *Resource Place*

Field trip to orchestra concert.

C. *Questions to Ask Resource Person*

1. What are the educational requirements of your work?
2. What do you like about your work?
3. What do you dislike about your work?
4. How are leisure activities related to your work?
5. What kind of prior work experience is necessary or helpful for the job you hold?
6. Give examples of how you use school subjects in your work.
7. If you could start over, would you pursue the same career? (If not, what?)

JOBS AND LIFE STYLES

Module No. 6 Correlation: Music

I. GOALS:

After the teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the structure and methods of classifying occupations and job structure: recognizing sources of information and experiences.

B. Recognize the relationship between life styles and the dictates of the work situation: financial, hours of work, geographical location, physical and mental requirements.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify sources of information about the occupations.

B. Illustrate the relationship of occupations related to the symphony orchestra: transportation, management, etc.

C. Describe relationships between work and life away from work.

III. TEACHER PREPARATION:

A. *Teacher Notes:*

Life styles are dictated by the work situation: financial, hours of work, geographical location, physical and mental requirements. Every individual develops a personal "style" which he/she can fulfill in a career with a similar "style". Each individual can have a meaningful, rewarding career. People pursue a career for a variety of reasons.

Points of Discussion:

1. The reason people are discharged from jobs is seldom because they lack the necessary skills.
2. If a worker does not understand the supervisor's instructions, he/she should ask questions.
3. People act and/or react in negative ways (at times) because of work pressures. When possible, problems should be shared with subordinates and/or supervisors.
4. All individuals (regardless of work status) should be afforded courteous treatment and valued for their contribution to the firm.
5. Stubbornly adhering to and expressing a point of view which is not shared by others may cause problems on the job.
6. Workers who possess characteristics somewhat different from the norm should not be ridiculed.

B. *Materials and Equipment*

1. Books
2. Pamphlets
3. Briefs

IV. LEARNING ACTIVITIES:

A. Discuss the classifications and levels of occupations: service, technical, business contact, organization, creative arts, science general cultural, arts, entertainment, etc.

B. Students must classify an occupation in one of these classifications.

C. Read and discuss information on pay and income scale of the performers.

D. Discuss the schedule that a musician in this type of occupation would follow.

E. Make a list of occupations directly associated with the orchestra.

F. Cut pictures out of magazines and newspapers involving an orchestra and prepare a bulletin board.

G. View film "Learning Through The Arts".

V. EVALUATION:

A. Short quiz on the classifications and levels of occupations noting that students are able to name the classifications, and be able to list an occupation in these classifications.

B. Class participation in bulletin board project will be evaluated: each student must contribute at least one item.

VI. RESOURCES:

A. *Film*

"Learning Through The Arts", Churchill Films, 662 N. Robertson Blvd., Los Angeles, California 90060 (RESA V—Film Library # MP 1183)

B. *Poster*

"Careers In Music", J. Weston Welch Publisher, Box 1075 Portland, Maine 04104

SKILL EXERCISES IN CONDUCTING

Module No. 7 Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the physical, mental, emotional, limitations of workers who demonstrate effective work habits.

B. Show interest effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify the role of his/her interpretation of the character he/she plays.

B. Interact with others in an effective manner.

C. Discuss his/her feelings about the role that he/she played.

D. Identify the ways in which school subjects are needed by the worker.

III. TEACHER PREPARATION:

A. *Teacher Notes*

All people establish work habits. Practicing good work habits will instill good attitudes which won't have to be undone when a student enters the working situation. All jobs have weak and strong points. Help the student to focus on the positive aspects of his/her job.

B. *Materials and Equipment*

1. Arrange for use of the auditorium for role playing purposes.
2. Prepare an evaluation form to evaluate each student's performance.
3. Prepare stage props for performance.

VI. LEARNING ACTIVITIES:

A. View film: "The Symphony Orchestra".

B. Review the basic meter patterns of conducting.

C. Learn the seating arrangement of all sections so that the conductor will be able to instruct these sections.

D. Students will learn theory exercise in textbook "Making Music Your Own" (Each group of students chants a different rhythm and is designated to be a certain section of the orchestra.)

E. Each student will take turns in conducting the class in this exercise (Role playing the conductor and the performer as well.)

F. Discuss the need for training of both the conductor and the performer.

G. Divide class into groups and aide in writing a skit on a musical profession.

H. Students will present skits to student body on any form of the musical profession.

I. Discussion on list of musical jobs available.

V. EVALUATION:

A. Student will be evaluated by a form evaluating his physical (conducting), mentally (mastery of meter patterns), emotionally (ability to cope with mistakes and correction made by other students).

B. Students role-playing the performer will be evaluated on a form denoting their class participation and interaction with others in the classroom.

VI. RESOURCES:

A. *Book*

"Making Music Your Own", Silver Burdette Co., 250 James Street, Morristown, New Jersey 60611

B. *Record*

"Young Person's Guide to the Orchestra" Britten

C. *Poster*

"Careers In Music", J. Weston Welch Publisher, Box 1075, Portland, Maine 04104

D. Film

"The Symphony Orchestra" Encyclopedia Britannica Educational Corp. 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V—Film Library # MP 658)

MUSICAL PERCEPTION AND EVALUATION

Module No. 8 Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand ways in which subject content is functional within and outside the classroom in the career world.

B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the variety of occupations associated with the American Musical Theater.

B. Discuss the Broadway musical and what is involved in this as far as occupations are concerned.

C. Describe occupations associated with the American Musical Theater: director, composers, librette, music itself, managers, agents, technicians, make-up artist, set designers, advertising.

III. TEACHER PREPARATION:

A. *Teacher Notes*

School subjects such as English, math, art and writing are used by workers involved in the music industry. Observing people in musical occupations is needed to see what skills are involved.

B. *Materials and Equipment*

1. Arrange for filmstrip projector
2. Record player
3. Assemble information on related occupations

IV. LEARNING ACTIVITIES:

A. View filmstrip "Camelot".

B. View filmstrip "Romeo and Juliet".

C. Listen to record of musical scores to "Camelot" and "Romeo and Juliet".

D. Discuss materials on the American Musical Theater.

E. Discuss occupations required to produce a musical show.

F. Discuss related occupations.

G. Listen to records: selections from Naughty Marietta, Show Boat, Girl Crazy, Oklahoma, Fiddler on the Roof, Hair, J. C. Superstar, Tonight, West Side Story.

H. Field trip to see Oklahoma performed on stage (or similar musical production).

V. EVALUATION:

A. Students should be able to list several occupations necessary to produce a musical.

B. Students will choose the most interesting to them and do a report on it (job description).

C. Students should be able to name the musical that each song selection was taken from.

VI. RESOURCES:

A. *Book*

"Making Music Your Own", The American Musical Theater, Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960

B. *Filmstrip*

"Camelot", "Romeo and Juliet" (complete bibliography information was unavailable).

C. *Record*

Show Tunes #6 from Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960

JOB QUALIFICATIONS FOR CONDUCTING

Module No. 9 — Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Value others as unique individuals who possess varying traits as respected individuals who contribute to the welfare of others.
- B. Understand the relationship between occupations and the production, distribution and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Describe the contributions the director makes to society.
- B. Identify the many reasons for different occupations within the director's scope.
- C. Discuss the director's duties and jobs within the scope of producing his/her program.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Individuals should be respected as possessing varying degrees of negative and positive traits that contribute in their own unique way to the welfare of others. Every person is a unique individual with different abilities, interests, needs and values. Any and every career has various levels of responsibility.

B. *Materials and Equipment*

1. Invite resource person to visit the class.
2. Record player.

VI. LEARNING ACTIVITIES:

- A. Students will discuss the importance of the conductor.
- B. Discuss the training and education necessary to hold his/her position.
- C. Read and discuss information concerning the role of the musical comedy conductor, or the director of a musical variety show.
- D. Listen to resource person.
- E. Question and answer period. (questions are directed to the director).
- F. Discussion of extra or related occupations of the director.
- G. Discuss requirements into a profession such as his/her.
- H. Listen to Recording Symphony No. 40.

V. EVALUATION:

- A. Students will write an evaluation of the position of the musical comedy director and his/her use to society and self.
- B. Students will write the qualifications of the director.
- C. Students will write the likes and dislikes concerning this particular occupation.

VI. RESOURCES:

A. *Books*

1. "*Making Music Your Own*", "The Conductor", Silver Burdette Co., 250 James Street, Morristown, New Jersey 07960
2. "*Making Music Your Own*" "The Performer", Silver Burdette Co., 250 James Street, Morristown, New Jersey 17960

B. *Records*

1. Symphony Mozart No. 40 Columbia Symphony Orchestra—Columbia Label, Phonolog Publishing Division, Trade Service Publishing, Inc., 2720 Beverly Boulevard, P. O. Box 3308, Terminal Annex, Los Angeles, California 90057. # MS 6494
2. Symphony Mozart No. 40 The Guzenich Symphony Orchestra—Warner Brothers (Budget Label) (None-such label) Phonolog Publishing Division, Trade Service Publishing, Inc., 2720 Beverly Boulevard, P. O. Box 3308, Terminal Annex, Los Angeles, California 90057. # 71047

C. *Resource People*

National Record Mart, 247 Grand Central Mall, Parkersburg, West Virginia 26101 (304) 485-3866. Mail order service. (Records above available from National Record Mart.)

PEOPLE INVOLVED IN THE MUSIC PROFESSION

Module No. 10 Correlation: Music

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying traits as respected individuals who contribute to the welfare of others.

B. Understand the relationship between occupations and the production, distribution and consumption of goods and services.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the contributions of music to society.

B. Identify the many different related occupations within the field of musical productions.

C. List duties and requirements of occupations within the music field.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Relationships exist between the production, distribution and consumption of goods and services because if there is not a demand for the goods or services, there will be no distribution or production of that specific good or service.

B. *Materials and Equipment*

1. Arrange for each person to make tapes.
2. Each will be supplied with a list of questions to answer as a guideline.

IV. LEARNING ACTIVITIES:

A. Discuss the importance of teachers to individuals instrumental skills (such as the piano teacher).

B. Discuss the importance of the musical comedy director and related skills or careers.

C. Discuss the importance of the music store owner and related occupations.

D. Listen to resource people (these will be taped interviews).

E. Question and answer session with class discussion period.

F. Discuss each person and individual requirements.

G. Discuss requirements for entrance into these occupations.

V. EVALUATION:

A. Student will write an evaluation of each speaker and a job description.

B. Student will write an evaluation of the individual importance to society.

C. Students will write likes and dislikes of each occupation presented.

VI. RESOURCES:

A. *Resource People*

Interview tapes of music store owner, piano teacher, and instrument maker.

PEOPLE WHO WORK FOR THE NEWSPAPERS

A
Career Education Unit
for
Junior High Level
(Seventh-Ninth)

Correlated
with
Language Arts

INTRODUCTION

This career awareness resource unit was prepared for use in the junior high grades. It is concerned with many jobs necessary to publish newspapers and magazines. Some of the workers which students will encounter are: reporters, office workers, camera people, press operators, technicians, servicemen and custodians.

The purpose of this unit is to help young people develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of the many occupations that could await them in looking at the relationships that exist among self, education and work, and more particularly in the printing field.

Methods to be incorporated while carrying out this unit are: role playing, field trips, multi-media, research activities and interviews with workers and resource persons. This unit should be correlated with Language Arts, although other areas are closely related. In Language Arts, the students are involved in reading, researching, discussing, planning, interviewing, questioning, making decisions, writing reports, giving oral reports, listening, observing, and role playing. In social studies, they are involved in values, attitudes and the importance of work to the individual, the school and the community. In mathematics, the students will be involved in layout work, measurement, proportion and size relationships. In science, they deal with mechanical devices including camera operation, different processes and printing in black and white and color. Newspaper work can be correlated with art classes, that are studying layout designs pleasing to the eye, proportion and color.

The intent of this unit is to help students become aware of the world of work associated with newspapers and workers in that field. Teachers will select the activities appropriate to the level of students they teach and may want to develop the modules more fully to be more compatable with the interests and abilities of their students.

J-3.3

OCCUPATIONAL RESEARCH—JOURNALISM

Module No. 1 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognizing the sources of information and experience.

B. Recognize the relationship between life styles and the dictates of the work situation; e. g., financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally identify sources of information about occupations related to the newspaper.

B. Illustrate the relationships of occupations related to the newspaper.

C. Discuss types of occupations related to the newspaper.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students should be aware that different types of jobs, physical working conditions, length of work days, etc., influence how people develop their life styles. The choice of a career usually involves a comprise between greater or/and lesser needs.

Assist the students in obtaining information about occupations. Aid the student in creating an awareness of the many occupations related to the newspaper by assisting in identification of the skills of persons involved in each occupation.

An E. I. duPont employee who works shift work will develop different eating, sleeping, and working habits than an 8:00 to 5:00 p.m. office worker. Also, if the duPont worker has six children to feed, his financial needs would dictate what salary he could accept to support his family.

B. *Materials and Equipment*

1. Old magazines and newspapers
2. Material from local newspaper office
3. Cameras

IV. LEARNING ACTIVITIES:

A. View filmstrip and films.

B. Read books, magazines, and pamphlets about workers in the newsroom.

C. Interview parents or friends.

D. Cut pictures from magazines for college.

E. Develop a list of related occupations.

F. Write reports identifying skills and qualifications.

G. Orally report about written reports and interviews.

V. EVALUATION:

The teacher will evaluate the students on their discussion, collage, list of occupations, written and oral reports. The teacher should be aware of areas of interest to students.

VI. RESOURCES:

A. *Old Magazines*

B. *References*

1. *Occupational Outlook Handbook*, U. S. Department of Labor Statistics, 341 9th Ave., NY, NY 10001
2. *Dictionary of Occupational Titles*, U. S. Department of Labor, Manpower Administration, Superintendent of Documents, U. S. Government Printing Office, Division of Public Documents, Washington, D. C.

C. *Books*

1. *The Newspaper—Its Place In A Democracy*, Duane Bradley, Van Nostrand Reinhold Co., 450 West 33rd St., NY, NY 10001
2. *I Work On A Newspaper*, Harry Lent
3. *Should You Be A Newspaperman*, Chronicle Guidance Publications, Inc., Moravia, NY

D. *Filmstrips*

"The Workers Of The Community"
"Preparing For the World of Work", Filmstrip Catalogue, Wood County Board of Education, 1210 Thirteenth St., Parkersburg, WV 26101 #47
"Tips On Writing The News Story"
"Vocational Opportunities"
"Who Puts The Print In The Book"

E. *Posters on Newspaper Careers* (set of 18) from J. Weston Walch, Publisher, Portland, Maine 04104.

F. *Films*

1. "Today's Newspaper", Oxford Films, Inc., 1136 N. Las Palmas Ave., Los Angeles, Calif. 09938
2. "That The People Should Know", Wayne County Federal Library Stystem, Audio-Visual Department, 33030 Van Born Road, Wayne, Michigan

3. "Press", Wayne County Federal Library System, Audio-Visual Department, 33030 Van Born Road, Wayne, Michigan.
4. "Newspaper Serves Its Community", Wayne County Federal Library System, Audio-Visual Department 33030 Van Born Road, Wayne, Michigan.

G. *Tapes*

1. Advertising Worker #2, American Occupational Series
2. Newspaper Reporter #35, American Occupational Series
3. Photographer #40, American Occupational Series
4. Printing Pressmen #84, American Occupational Series

H. *Pamphlets*

1. Cartoonist, Chronical Guidance Publications, Inc., Moravia, NY
2. Newspaper Editor, Chronicle-Occupational Briefs, Ibid.
3. Photographic Darkroom Occupations—Chronicle-Occupational Briefs, Ibid.
4. Should You Be A Newspaperman, Chronicle-Occupational Briefs, Ibid.

SKILLS AND QUALIFICATIONS OF NEWSPAPER WORKERS

Module No. 2

Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of school subjects in terms of their function in the world outside the classroom.

B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss skills of persons involved in newspaper occupations.

B. Identify the various occupations related to the newspaper.

C. Orally explain his/her observed dimensions of the different kinds of work on the newspaper.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Try to develop the understanding among students that all instructions should be relevant to the real world and real life concerns of the student. The work of the newspaperman or woman requires complete development of many skills. He/she must be able to listen, take notes, have comprehensive knowledge of language skills, be able to get along well with people and accurately perform services for the public. Experience on the job will expand a student's scope of what duties might be performed by a newspaper worker. Also, assist the students in understanding the need for basic skills in various newspaper occupations.

B. *Materials and Equipment*

1. Letters
2. Flannel Board

IV. LEARNING ACTIVITIES:

A. Discuss the various occupations related to the newspaper.

B. Form groups and discuss the skills and qualifications of various workers. Discuss what workers would like or dislike about their jobs.

C. Do lettering for flannel board diagram.

V. EVALUATION:

The teacher will evaluate the student through his/her discussion and understanding of the various departments and workers of the newspaper. The student will also be evaluated on the flannel board diagram of the newspaper departments.

VI. RESOURCES:

See attached Appendix I and II.

ANALYSIS OF JOB REQUIREMENTS AND REWARDS FOR NEWSPAPER WORKERS

Module No. 3 Correlation: Language Arts

I. GOAL:

After the teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Select departments of the newspaper in which he/she is more interested.
B. Interview a worker representing his/her chosen department.
C. Discuss the contribution that newspaper workers make to society.
D. Describe the "satisfiers" of various newspaper careers; e.g., physical, creative, financial, etc.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A worker should understand himself/herself, his/her job, and his/her employers rules, regulations, policies, and procedures. All individuals should develop a respect for the value of work and respect for how work helps to contribute to the welfare of others and society.

Invite representatives of each department of the newspaper to the classroom. They will discuss the skills, requirements, advantages, and disadvantages of their jobs. Arrange to use the school cafeteria for the set up of "departments". (include a reporter, proofreader, printer, layout, artist, sports writer, press operator, etc.).

IV. LEARNING ACTIVITIES:

A. From previous study, select three departments of the newspaper of interest.
B. Develop and prepare an interview sheet.
C. Visit each "department" in the assimilated situation to listen to and interview the resource person.
D. Within the groups discuss the contribution that newspaper workers make to society.
E. Discuss the satisfaction the workers find in their careers.

V. EVALUATION:

The teacher will evaluate the student on his/her interest and contribution to the discussion. A subjective evaluation will also be given on the student's ability to interview the resource person.

VI. RESOURCES:

See attached Appendix III.

OBSERVING NEWSPAPER WORKERS

Module No. 4

Correlation: Language Arts

I. GOALS

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.

B. Value others who possess varying degrees of academic strengths and weaknesses as unique individuals with the potential for success in many occupations.

C. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the importance of newspaper jobs.

B. Decide upon tentative educational plans which provide options for many newspaper careers.

C. Discuss what workers enjoy and dislike about their work on the newspaper.

D. Determine what other types of jobs would be available for various newspaper workers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Every occupation contributes to society. Changes and conditions in the world affect careers. People must adapt as the world and job conditions change. Television and the newspaper are relied upon heavily by people to keep them informed about local, national, and world affairs. The demand for communication services have created more job specialization to carry the news faster and more accurately.

Arrange a field trip to the local newspaper office. The students will review information about different kinds of newspaper jobs (available in the library). Provide office arrangements for transportation. Have parents sign "Parents Permission Slip". Outline conduct expected of students.

IV. LEARNING ACTIVITIES:

A. Prepare questions to ask workers (by departments).

B. Participate in field trip.

C. Write thank you letters.

D. Discuss attitudes and duties of various newspaper workers.

E. Discuss qualifications of the jobs as related to other career areas.

V. EVALUATION:

The teacher will evaluate the students through discussion of questions with workers and through observation.

VI. RESOURCES:

A. Field trip to local newspaper.

B. Information students should gain during the field trip:

1. Personalities of workers.
2. Educational levels of workers.
3. Products or services produced.
4. Skills needed for specific kinds of work.
5. Unique characteristics found at the field site. (Assembly line, individual work, constant personal contact, outside work, intense heat, etc.)

ROLE PLAYING OF NEWSPAPER WORKERS

Module No. 5

Correlation: Language Arts

I. GOALS:

After the teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the physical, mental, and emotional stability of workers who demonstrate effective work habits.
B. Identify the ways in which language arts is needed by the worker being portrayed.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the role and his/her interpretation of the worker he/she plays with the class.
B. Identify the ways in which language arts is needed by the worker being protrayed.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Careers require different knowledge, abilities, and attitudes, therefore, work experience facilitates career decision making. After his/her "first-hand" experiences, the student would be able to role play the duties of the reporter.

What other "glamorous careers" appeal to students? Help to construct a list, e.g., sky diver, detective, race car driver, test pilot, model, stewardess, etc. How would students feel if they were asked to interact and discuss these occupations?

Role playing and student interaction help students to become aware of effective work habits and the needs of others.

B. *Materials*

1. Typed papers for proofreaders
2. Overhead projector
3. Duplicating machine
4. Ink and paper

IV. LEARNING ACTIVITIES:

A. Make arrangements with the teacher to have necessary equipment available.
B. Review the researched materials to be familiar with the role to be played.
C. Discuss the roles to be portrayed.
D. Portray the workers (reporters, editors, printers, proofreaders, layout artists, etc.).
E. Discuss the need for English skills in various newspaper occupations.
F. Have individual conferences to make certain the students understand the academic requirements and duties of their role.

V. EVALUATION:

The teacher will evaluate the student by observing the role played and by listening to student comments in discussion.

VI. RESOURCES:

See attached Appendix IV.

TECHNIQUES OF WRITING A NEWSPAPER

Module No. 6

Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand ways in which subject content is functional within and outside the classroom in the career world.
B. Gain skills in thinking, listening, speaking, reading, writing, and referencing.
C. Understand the intrinsic satisfaction of work beyond the financial rewards, e.g., physical emotional, social, creative, etc.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss occupations dealing with one of the three major departments of the newspaper: Editorial, Business or Mechanical.
B. Discuss daily editorials, choose an idea for an editorial, and write an editorial.
C. Write and proofread a newspaper article.
D. Apply the roles of good writing mechanics to a practical situation—producing a newspaper. (See attached Appendix IV.)

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many students fail to see meaningful relationships between classroom work and the outside world they know. Students who come from various backgrounds may have difficulty in assessing their needs for verbal skills particularly if they perform daily tasks with primary emphasis on mechanical skills. Family background will usually have some effect on how students see newspapers and information associated with the written word.

Teaching a student to think, listen, and express himself/herself will help him/her to fit into the career world. Working experience should be meaningful and challenging to a student.

Arrange to use office equipment to mimeograph the newspaper. Divide the class into groups to discuss editorials and to create a bulletin board. Organize the class into a news staff including an editor and other personnel needed.

B. *Materials and Equipment*

1. Paper
2. Editorials from daily papers
3. Feature stories from papers
4. Mimeograph machine
5. Stencils
6. Bulletin-board material

IV. LEARNING ACTIVITIES:

A. View filmstrip "The Newspaper's Function".
B. Design a bulletin board.
C. View filmstrips.
D. Read and discuss feature stories.
E. Write a feature story.
F. Discuss editorials.
G. Write an editorial.
H. Select an editor and other personnel for a student newspaper.
I. Produce a paper, activities included writing and proofreading articles, preparing stencils, mimeographing.

V. EVALUATION:

The teacher will evaluate the students on the bulletin board and on individual articles written. An overall evaluation will be given of the published newspaper by those who read it. A file will be kept and the changes in each issue will be observed.

VI. RESOURCES:

Filmstrips

1. "The Newspaper's Function"
2. "Basic Newswriting", Improving School Newswriting, Educational Filmstrips, Huntsville, Texas ($18.00).
3. "Columns and Editorials", Improving School Newswriting, Educational Filmstrips, Huntsville, Texas ($18.00).
4. "Feature Writing", Improving School Newswriting, Educational Filmstrips, Huntsville, Texas ($18.00).

CAREER CHOICE IN JOURNALISM

Module No. 7 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand his/her interests, beliefs, attitudes, values, needs, fears, likes, dislikes, abilities, and aptitudes.
B. To recognize the structure and methods of classifying occupations and sources of information.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally report his/her likes and dislikes of tasks performed in the publication of the school newspaper.
B. Discuss "If I had to choose a career in journalism, which occupation would I choose and the requirements necessary for the job".
C. List types of occupations related to the newspaper.
D. Discuss qualifications and needed skills for three occupations related to the newspaper.
E. Decide what newspaper occupation you will select for further research.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Any career area has levels of responsibility. A person's relationship with other people, with their employer, and society affect their own career as well as the careers of others. Therefore, a student needs to be aware of his/her limitations and abilities, his/her likes and dislikes when choosing a suitable occupation.

B. *Materials and Equipment*

1. Mimeographed copies of the student paper
2. List of journalism careers
3. Paper and pencil or pen

IV. LEARNING ACTIVITIES:

A. Oral report of likes and dislikes of tasks performed.
B. Discuss students' choice of a career in journalism.
C. Discuss the requirements necessary for the chosen job.
D. Review information students gained during field trip and interview. (See list under Resources).
E. Read magazines and pamphlets about workers in the newsroom.
F. Develop a list of related newspaper occupations.
G. Choose three newspaper occupations and write a short report on each one identifying the qualifications, skills, salary, etc.
H. Decide which occupation you want to research further.

V. EVALUATION:

A. The teacher will evaluate the student on the discussion. The teacher will be aware of the student evaluation of the newspaper.
B. The students will be evaluated on their list of occupations and on written reports. They will also be given an objective test covering newspaper occupations.

VI. RESOURCES:

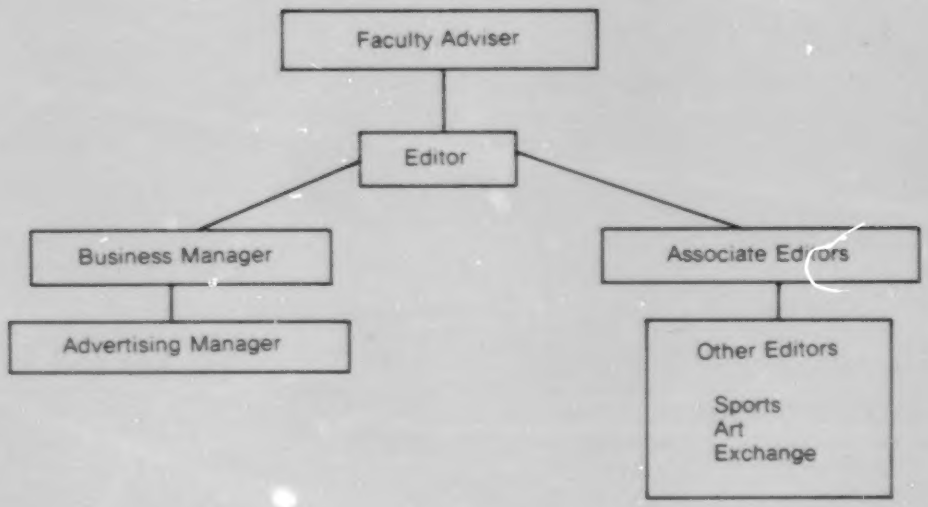
Information students should gain during the field trip:

1. Personalities of workers.
2. Educational levels of workers.
3. Products or services produced.
4. Skills needed for specific kinds of work.
5. Unique characteristics found at the field site. (Assembly line, individual work, constant personal contact, outside work, intense heat, etc.).

APPENDIX I

(For flannel board display)

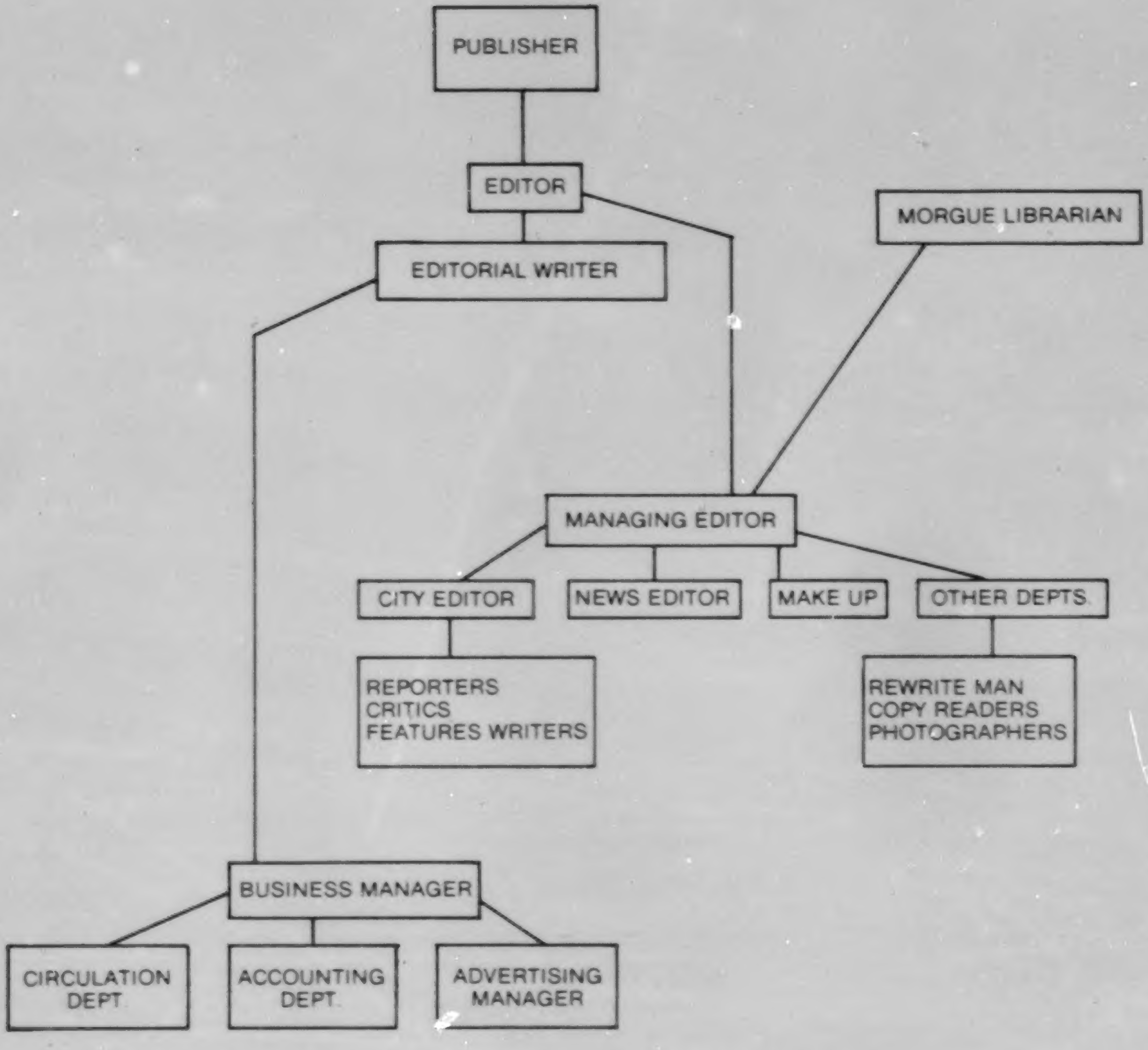
SCHOOL PAPER OR SMALL PAPER


Faculty Adviser
Editor
Business Manager
Advertising Manager
Associate Editors
Other Editors
Sports
Art
Exchange

APPENDIX II

CITY PAPER

(For Flannel Board Display)


PUBLISHER
EDITOR
MORGUE LIBRARIAN
EDITORIAL WRITER
MANAGING EDITOR
CITY EDITOR
NEWS EDITOR
MAKE UP
OTHER DEPTS.
REPORTERS
CRITICS
FEATURES WRITERS
REWRITE MAN
COPY READERS
PHOTOGRAPHERS
BUSINESS MANAGER
CIRCULATION DEPT.
ACCOUNTING DEPT.
ADVERTISING MANAGER

APPENDIX III

QUESTIONS
(By Departments)

NEWSROOM:

1. What are the duties of reporters, proofreaders, and editors?
2. How do the UPI machines work?
3. What are the qualifications of workers?
4. Why are there mistakes in the paper since you have proofreaders?
5. Who decides which articles go on what page?

ADVERTISING:

1. What are the duties of a salesman?
2. Are salesmen on commission?
3. What kinds of decisions are involved in laying out ads?

COMPOSING ROOM:

1. What is the difference between the old and new systems?
2. What advantages and disadvantages does the new system offer?
3. Would you explain the apprenticeship program?
4. What are the chances for advancement?

PRESS ROOM:

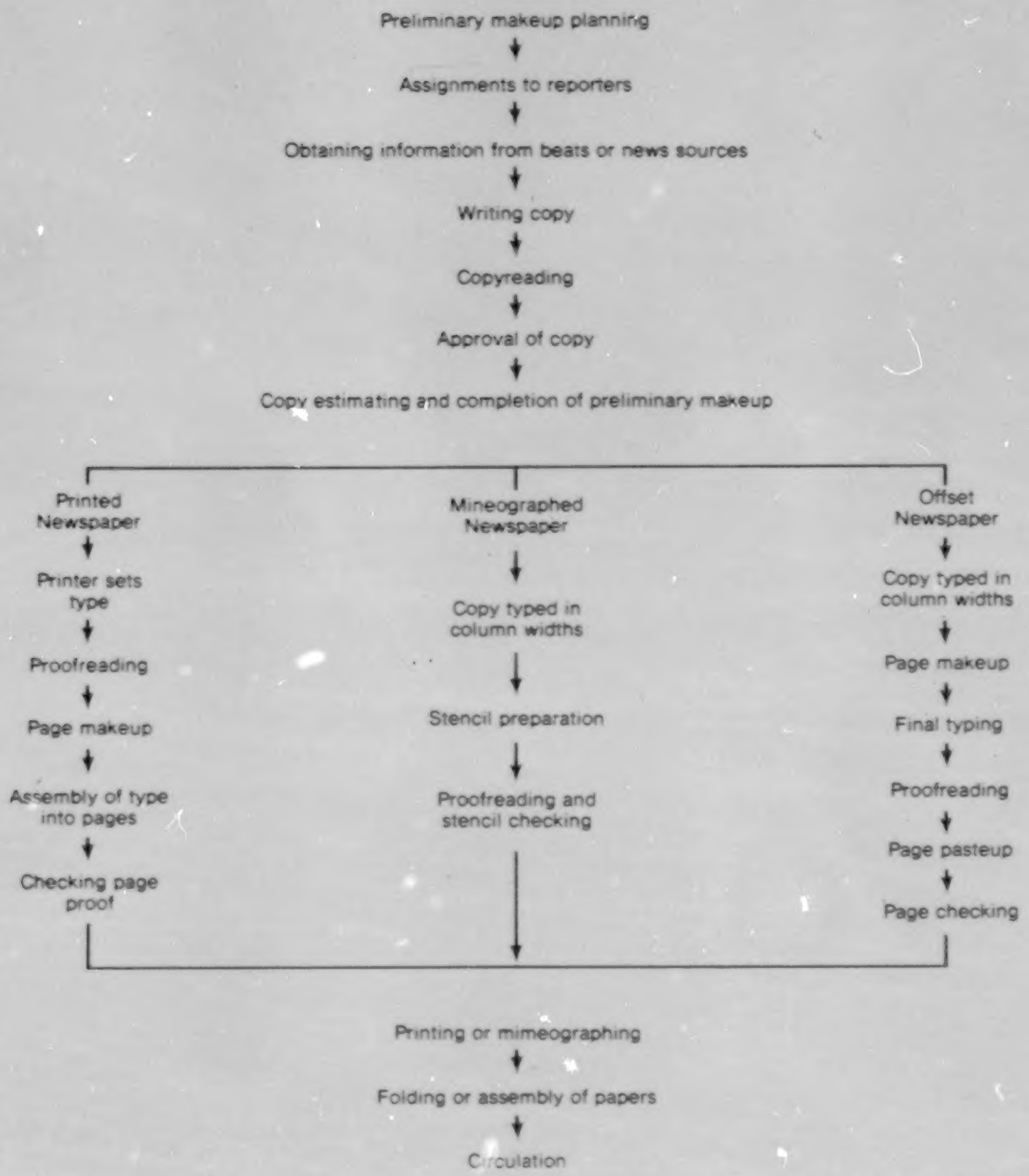
1. What training is required for a press operator?
2. What mechanics are involved in operating the press?
3. What are the advantages and disadvantages of the job?

*Questions to ask all resource persons:

1. What are the educational requirements of your work?
2. What do you like about your work?
3. What do you dislike about your work?
4. How are leisure activities related to your work?
5. What kind of prior work experience is necessary or helpful for the job you hold?
6. Gives examples of how you use school subjects in your work.
7. If you could start over, would you pursue the same career? (If not, what?)

APPENDIX IV

MAIN STEPS IN NEWSPAPER PUBLICATION


Preliminary makeup planning
Assignments to reporters
Obtaining information from beats or news sources
Writing copy
Copyreading
Approval of copy
Copy estimating and completion of preliminary makeup
Printed Newspaper
Printer sets type
Proofreading
Page makeup
Assembly of type into pages
Checking page proof
Mimeographed Newspaper
Copy typed in column widths
Stencil preparation
Proofreading and stencil checking
Offset Newspaper
Copy typed in column widths
Page makeup
Final typing
Proofreading
Page pasteup
Page checking
Printing or mimeographing
Folding or assembly of papers
Circulation

PEOPLE WHO WORK IN CONSTRUCTION

A
Career Education Unit
for
Junior High Level
(Seventh-Ninth)

Correlated
with
Mathematics

INTRODUCTION

This career education resource unit was prepared for use in the junior high grades. It is concerned with the many jobs involving building construction. Some of the workers students will encounter are architects, draftsmen, masons, carpenters, electricians, plumbers, and pipefitters. These people are needed to complete a building project.

The purpose of this unit is to help young people develop an appreciation for the worth and dignity of all types of work. It is hoped that they will gain a broad understanding of the relationships that exist among self, education, and work.

Methods to be incorporated while carrying out this unit are role playing, multi media, research activities, interviews, and actually experiencing a job.

The intent of this unit is to help students become aware of the world of work associated with building construction. Teachers will select the activities appropriate to the level of students they teach and may want to develop the modules more fully to be more compatible with the interests and abilities of their students.

BUILDING OCCUPATIONS

Module No. 1

Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognize sources of information and experience.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the roles that exist in the field of construction.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In the building trades, there are many different types of jobs that require mathematical and related skills.

B. *Materials and Equipment*

1. Discussion questions to stimulate interest
2. Films in the area of service occupations or planning to build a house ("Construction," "Building Trades and House Builder.")
3. City inspector to visit class
4. Contractor to visit class

IV. LEARNING ACTIVITIES:

A. Student—teacher discussion of jobs associated with building construction. 1) Architect; 2) Draftsman; 3) Mason; 4) Carpenter; 5) Electrician; 6) Plumber; 7) Roofers or Tinners.

B. Prepare a list of jobs associated with building a house.

C. Using the yellow pages of the telephone book, the students will add to this list.

D. Using the newspaper, students will list five of these jobs that are available that would interest them (or five companies that they would like to work for).

E. Student—teacher discussion on the duties of these occupations and how they would compare 1) level of occupation; 2) responsibility; 3) life style; 4) education and skills necessary.

F. Students will view films and discuss worker roles, life styles, etc.

V. EVALUATION:

A. Subjective evaluation of student participation in discussion.

B. Completeness of job list will be observed.

C. Each student will list two occupations he/she would choose for a career and explain why in terms of: 1) Level; 2) Responsibility; 3) Life style; and 4) Education and Skills.

VI. RESOURCES:

A. *Films*

1. "Construction," Mini Productions Inc.—192 Hyeholde Dr., Coraopolis, Pa. 15108 (RESA V Career Education Project #103).
2. "Building Trades and House Builders," Universal City Studios, Inc., 221 Park Ave. S., New York, N.Y. 10003 (RESA V Career Education Project #203).

B. *Newspapers*

C. *Resource People*

1. Contractor
2. Building inspector

RESPONSIBILITY OF BUILDERS

Module No. 2 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Display an awareness of the value of work in a psychological sense as it relates to his/her needs.

III. TEACHER PREPARATION:

A. *Teacher Notes*

There are many job titles in construction which are not well-known but necessary for the completion of a structure. The teacher should plan a role play situation to include students in the role of a worker and some of the problems he/she would encounter.

B. *Materials and Equipment (Optional)*

1. Carpenter's level
2. Carpenter's square
3. Hammer & nails
4. Pieces of lumber
5. Any other tools used in the building trades

IV. LEARNING ACTIVITIES:

A. Students will discuss the relationship and interdependence of jobs related to building a house.

B. Role Play Situation: Assign each member of the class an occupation. Let one person be the contractor who is going to sub-contract the building of the house. Introduce the problems of (loans and money, weather, time limits, strikes or sicknesses, accidents, inspection, utilities, etc.) Show how people working together can easily overcome these problems.

C. Discuss the following topics:

1. The interdependence of jobs.
2. The importance of doing a job right.

V. EVALUATION:

A. Student participation in role playing

B. Solving simple mathematical problems involving the business of house building

C. Test covering questions of proper techniques of notifying people in cases of sickness, bad weather, no materials, etc.

VI. RESOURCES:

A. *Books*

1. *Careers In Mathematics: Industry and The Trades*, Houghton Mifflin Company, 2 Park Street, Boston, Mass. 02107 (RESA V Career Education Project #213)
2. *Succeeding In The World Of Work*, McKnight Publishing Company, Bloomington, Ill. 61701 (RESA V Career Education Project #105)

B. *Pamphlets*

"Jobs In Building Construction Trades", SRA Job Family Series, Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611. (RESA V Career Education Project #151.)

SURVEY OF PERSONAL INTERESTS

Module No. 3

Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Appraise one's interests, beliefs, attitudes, values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Demonstrate knowledge of himself/herself, i.e. abilities, skills, and limitations, and relate the knowledge to work and his/her career or future career.

III. TEACHER PREPARATION:

A. *Teacher Notes*

One can appraise his/her interests, beliefs, attitudes values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations in the building trades according to a career profile analysis sheet.

B. *Materials and Equipment*

1. Survey questionnaires—Appendix I
2. Value appraisal scale evaluation and score sheets—Appendix II and Appendix III
3. Hobby, Interest, and Activity Evaluation Sheets—Appendix IV
4. Career Profile Analysis Sheets—Appendix V

IV. LEARNING ACTIVITIES:

A. Students will each complete two survey questionnaires: 1) Present 2) Future

B. Students will each take a Values Appraisal scale evaluation. They will then score and chart the results.

C. Students will each fill out a hobby, interest, and activity evaluation.

D. With all of the previous information, the students will complete a career profile analysis of themselves.

E. Each student will complete a resume of himself.

V. EVALUATION:

A. Participation and completion of the activities listed.

VI. RESOURCES:

See Appendix I to V.

NOTE TAKING AND INTERVIEWING SKILLS

Module No. 4

Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical and mental requirements, etc.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Analyze jobs pertaining to his/her areas of interests.

III. TEACHER PREPARATION:

A. *Teacher Notes*

One should always take into consideration the amount of pay, distance to work, and the physical and mental requirements when choosing a career.

B. *Materials and Equipment*

1. Career Consultation Guide—Appendix VI
2. Researching Potential Careers—Appendix VII

IV. LEARNING ACTIVITIES:

A. Each student will listen to the explanation of the interview list.

B. Each student will take notes on the interview list explaining each point while it is being explained by the teacher through the job break-down example.

C. Each student will then arrange an interview with a person in the field or area of his choice, interview that person, and record the results of the interview on that list.

Questions to ask resource person:

1. What are the educational requirements of the above work?
2. What do you like about your work?
3. What do you dislike about your work?
4. How are leisure activities related to your work?
5. What kind of prior work experience is necessary or helpful for the job you hold?
6. Give examples of how you use school subjects in your work.
7. If you could start over, would you pursue the same career? (If not, what?)

D. Each student will then tell the class of the above experience.

E. Each student will analyze this interview information according to his/her career profile analysis.

V. EVALUATION:

A. Participation during the presentation of the Job breakdown example.

B. The detail and completeness of their presentation and interview list.

VI. RESOURCES:

A. Resource people for interview situations.

B. Appendix VI and VII.

STUDENT SELF—EVALUATION

Module No. 5

Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Accept with confidence and security his/her traits while weighing inhibiting and facilitating factors in terms of tentative plans for the present and future.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe self as an entity both physical and psychological that is unique and of value to himself/herself and society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

When choosing a job in construction, one should be sure that the rewards outweigh the dislikes of a job.

B. *Materials and Equipment*

1. Have a complete list of characteristics an employer looks for with a good description of each one—Appendix VIII
2. Evaluation charts for each student—Appendix IX
3. Employee Expectation List—Appendix X

IV. LEARNING ACTIVITIES:

A. Students will be presented a problem to solve. What characteristics would you look for if you were going to hire that person? Good or Bad?

B. Students will list these characteristics.

C. The class will then discuss these characteristics in detail.

D. The class will form a chart based on these characteristics.

E. Each student will evaluate himself in terms of the characteristics.

F. The teacher will then evaluate the student on the same chart.

G. Each student will then have an individual conference with the teacher on this chart and how to improve in these areas.

V. EVALUATION:

A. Student participation in discussion.

B. Characteristics list from each student.

C. Teacher must be very objective when evaluating student characteristics in order to properly help the student realize weak points so he can improve upon them. (Tactfulness must be used or this evaluation will be of no help to the student.)

VI. RESOURCES:

Appendix VIII to X.

RESEARCHING STUDY PROGRAMS

Module No. 6 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand ways in which subject content is functional within and outside the classroom in the career world.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Demonstrate through planning that he/she accepts continuing education as something relevant to him/her.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Concepts learned in the classroom should be related to a particular aspect of jobs in construction.

B. *Materials and Equipment*

Teacher will have information on the different schools in the immediate area. For example, area vocational schools.

IV. LEARNING ACTIVITIES:

A. Students will design their educational needs for the area of their choice by using the Career Profile Analysis, and their Career Consultation Guide. (Appendices V & VI)

B. Students will write letters to the Vocational Schools or College of their choices asking for applications for admission and for descriptions of the school.

V. EVALUATION:

A. Students will be evaluated on the program they design.

B. Students will be evaluated on the amount of research accomplished to design the educational plan of their choice.

VI. RESOURCES:

A. Appendix V & VI.

B. Addresses of several vocational schools and colleges in the local area.

TERMS, TOOLS, AND TECHNIQUES OF THE MASONRY TRADE

Module No. 7 Correlation: Mathematics

I. GOAL:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Value others as unique individuals who possess varying degrees of positive and negative traits and as respected individuals who contribute to the welfare of others.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Display the skills, attitudes, and work habits necessary to select, prepare for, enter, and maintain a work role.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Problems discussed in the classroom should emphasize correlation between the physical and mental requirements of the masonry trade. *Example:* Laying bricks and blocks requires comprehension of mathematical principles and manual dexterity.

B. *Materials and Equipment*

1. Employer Survey
2. Tools of the masonry trade

IV. LEARNING ACTIVITIES:

A. Students will learn the terminology of the masonry trades.

B. Students will learn the tools of the masonry trades by using them in simulated work projects.

C. Students will learn proper techniques of:

a. Mixing mortar
b. Laying blocks
   1. 8" x 12"
   2. Corners
   3. Pilasters
   4. Lintels, doors, and windows
c. Laying brick
d. Care of tools
e. Using levels

D. Students will apply for, be interviewed, accepted, and join the work force in the area of masonry.

V. EVALUATION:

A. Written and skills tests in masonry problems.

B. Objective evaluation of attitudes and habits.

C. Students accomplishmemt in finding, getting, and keeping a job.

VI. RESOURCES:

A. *Kits*

The World of Construction, McKnight Publishing Company, Bloomington, Ill. 61701 (RESA V Career Education Project #126).

B. Resource Person

Bricklayer

J-4 10

APPENDIX I

First Choice

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Second Choice

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____

People

People & Things

People, Things, & Ideas

Things

Things & Ideas

Ideas

My reason for these choices are:

APPENDIX II

VALUES APPRAISAL SCALE

This scale provides a brief, simple means of appraising your values. Many schools have more comprehensive values inventories available through the counseling office.

You will read 100 statements indicative of 10 defined values.
If a statement is definitely true, circle the 10.
If a statement is mostly true, circle the 7.
If you are undecided whether a statement is true or false, circle the 5.
If a statement is mostly false, circle the 3.
If a statement is definitely false, circle the 0.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to church services.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have a lot of friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with either my mother or father.	10	7	5	3	0
12. I have taught a Sunday School class or otherwise taken an active part in my church.	10	7	5	3	0
13. I am willing to spend time helping another student who is having difficulty with his studies.	10	7	5	3	0
14. Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working to earn money then to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I think it would be fun to write a play for television.	10	7	5	3	0
24. I believe in a God who answers prayer.	10	7	5	3	0
25. I prefer being an officer rather than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29. I often daydream about things that I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe that tithing (giving 1/10 of one's earnings to the church) is one's duty to God.	10	7	5	3	0
35. I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36. I enjoy visiting art museums.	10	7	5	3	0
37. I like to write poetry.	10	7	5	3	0
38. I like to be around other people most of the time.	10	7	5	3	0
39. When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40. Someday I would like to live in a large, expensive house.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0
47. If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48. I have expensive taste.	10	7	5	3	0
49. I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51. I have several very close friends.	10	7	5	3	0
52. I expect to provide music lessons for my children.	10	7	5	3	0
53. It is important that grace be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually get at least 8 hours' sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I would like to be looked up to for my accomplishments.	10	7	5	3	0
58. I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think about the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairman at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is a life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0
65. If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69. I am careful to eat a balanced diet each day.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
70. I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71. I would like to be written up in *Who's Who*.	10	7	5	3	0
72. I read the Bible or other religious writings regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel that I must comfort him.	10	7	5	3	0
78. I love my parents.	10	7	5	3	0
79. I never skip meals.	10	7	5	3	0
80. I have a collection of phonograph records.	10	7	5	3	0
81. I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82. I believe that God created man in his own image.	10	7	5	3	0
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85. I like planning activities for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things which help others.	10	7	5	3	0
88. Someday, I would like to write a novel.	10	7	5	3	0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90. I belong to several clubs and organizations.	10	7	5	3	0
91. If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92. I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93. I often organize group activities.	10	7	5	3	0
94. When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95. I respect my mother and father.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98. I enjoy classical music.	10	7	5	3	0
99. I would never use potentially harmful drugs because of what it might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

APPENDIX III

SCORING YOUR VALUES APPRAISAL SCALE

For each of the 10 values, record the answer marked with a circle for the statements indicated.

FAME **Statement #**	**MONEY** **Statement #**	**POWER** **Statement #**	**RELIGION** **Statement #**	**HUMANISM** **Statement #**
6 ______	7 ______	9 ______	2 ______	5 ______
16 ______	21 ______	14 ______	12 ______	13 ______
18 ______	29 ______	25 ______	24 ______	17 ______
32 ______	40 ______	39 ______	34 ______	31 ______
44 ______	48 ______	47 ______	41 ______	42 ______
57 ______	60 ______	61 ______	53 ______	58 ______
65 ______	68 ______	70 ______	63 ______	64 ______
71 ______	76 ______	75 ______	72 ______	77 ______
84 ______	89 ______	85 ______	82 ______	87 ______
92 ______	97 ______	93 ______	91 ______	100 ______
Total ______	Total ______	Total ______	Total ______	Total ______

FAMILY **Statement #**	**HEALTH** **Statement #**	**AESTHETIC** **Statement #**	**CREATIVE** **Statement #**	**SOCIAL** **Statement #**
8 ______	1 ______	3 ______	10 ______	4 ______
11 ______	19 ______	15 ______	20 ______	22 ______
27 ______	26 ______	28 ______	23 ______	30 ______
35 ______	33 ______	36 ______	37 ______	38 ______
43 ______	50 ______	49 ______	45 ______	46 ______
59 ______	55 ______	52 ______	56 ______	51 ______
67 ______	69 ______	66 ______	62 ______	54 ______
78 ______	79 ______	80 ______	73 ______	74 ______
83 ______	86 ______	94 ______	88 ______	81 ______
95 ______	99 ______	98 ______	96 ______	90 ______
Total ______	Total ______	Total ______	Total ______	Total ______

APPENDIX IV

HOBBY INTERESTS EVALUATION

In the list of hobby activities which appears below:
Write the number 5 in front of the activity if it is extremely interesting to you;
Write the number 4 if it is very interesting to you;
Write the number 3 if it is fairly interesting to you;
Write the number 2 if it is slightly interesting to you;
Write the number 0 if it is not interesting to you at all.

_____ Art
_____ Attending Athletic Events
_____ Ballets and Operas
_____ Bowling
_____ Bridge
_____ Camping
_____ Dancing
_____ Fishing
_____ Golf
_____ Music
_____ Parties
_____ Photography
_____ Picnics
_____ Ping Pong

_____ Plays or Concerts
_____ Political Activity
_____ Sailing
_____ Skiing
_____ Sports Cars
_____ Square Dancing
_____ Swimming
_____ Tennis
_____ Travel (Foreign)
_____ Travel (USA)
_____ Volleyball
_____ Water Skiing
_____ ____________________
_____ ____________________

From the hobby interests which you rated very interested or extremely interesting, which are your favorites?

First Choice ____

Second Choice ____

Third Choice ____

Fourth Choice ____

APPENDIX V

CAREER PROFILE ANALYSIS

Career Profile of (your name) ______________________________

VALUES

My top 4 values on the Values Analysis Scale are:

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

INTERESTS

My main hobby/interests are:

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

I would prefer to work with: (Check your choices)

☐ people
☐ people & things
☐ people & ideas
☐ people, things & ideas
☐ things
☐ ideas
☐ things & ideas

My favorite classes in school have been:

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

SCHOLARSHIP

My overall grade average in school is: ______________. My grade average in the classes which most interest me is ______________.

PERSONALITY

My personality is basically:

☐ Outgoing ☐ Moderately outgoing ☐ Not outgoing

The strong points in my personality (from the personality rating) are:

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

The weak points in my personality (from the personality rating) are:

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

PERSONAL GOALS

The following items represent major decisions young adults make. Some of these may not apply to you. Each

Appendix V Cont.

item represents a decision that demands a certain short- or long-term commitment of responsibility. Study these carefully and decide the order in which you plan to accomplish these as related to your personal goals (or values). Write 1 in the box before the first goal you hope to achieve, 2 in the box before the second goal you hope to achieve, and so on. (For instance, you may decide to go into the Army, buy a car, and then continue your education, etc.)

☐ Go to Work
☐ Marriage
☐ Leave Home

☐ Buy a Car
☐ Buy a Home
☐ Buy Furniture

☐ Continue Education
☐ Military Service
☐ (if applies)

EDUCATION AND TRAINING

Considering my need to earn money on a full-time job, I am willing to delay my entry on a full-time job until I can complete the following amount of education: ______________________________

____

My parents would like me to complete the following amount of education: ______________________________

____

DUTIES AND RESPONSIBILITIES

Briefly describe the duties and responsibilities of the career you have selected: ______________________________

____

____

____

____

____

____

Are the duties and responsibilities that I have described compatible with my values? ______________________________

Would this work be interesting to me? ______________________________

Have I the aptitude to learn to do this work well? ______________________________

____

WORKING CONDITIONS

Briefly describe the working conditions typical of this career: ______________________________

____

____

____

____

____

____

Appendix V Cont.

Are these conditions of work compatible with my values? ______________________________

Are these conditions of work compatible with my personality? ______________________________

Is this the kind of work I will be able to continue doing until I am 65? ______________________________

CURRENT AND ANTICIPATED NEEDS

Is it likely that there will be a need for a large number of workers in this career near where I live? ____________

Is it likely that there will be a need for a large number of workers in this career elsewhere? ____________

Am I willing to move to another locality in order to pursue this career? ____________

SALARY RANGE

The salary range (from beginning salary to what the highest-paid workers in this career earn) is: ____________

Would this salary be adequate to live as I want to live for the rest of my life? ____________ Are there special benefits, other than salary, which appeal to me in this career? ____________

If so, what are they?

____

____

____

____

EDUCATION AND TRAINING REQUIREMENTS

Of the educational and training requirements for this career, which have I already completed?

____

Which requirements must I complete before I can enter this career?

____

What other requirements must I complete in order to advance in this career?

____

Considering my grades in and attendance in school, are these educational and training requirements realistic for me? ____________ Will I be able to afford the cost of this education and training? ____________

DECISION

I feel that this career is a good choice for me. ☐ Yes ☐ No. If it is a good choice, my plans for fulfilling the educational and training requirements for this career are:

____

____

____

Appendix V Cont.

If it is not a good, I would like to learn more about these other careers:

APPENDIX VI

CAREER CONSULTATION GUIDE

Date and Time of Appointment

Consultant's Name

Career Field

Address

Telephone

NOTE: Be prepared to explain the reason for your call to the switchboard operator or secretary and to explain that this is an assignment from your teacher.

Questions to be Answered

I. Environment

A. Is this work usually done indoors or outdoors?

B. Is this work usually done when sitting at a desk or table, while standing, or on the move?

C. What is the level of noise in the work area?

II. Duties and Responsibilities

List several normal job duties and responsibilities.

III. Conditions of Work

A. What are the normal hours of work?

B. Is the work dangerous?

If so, in what ways is it dangerous?

IV. Salary

A. What is the beginning salary for a person in this career?

B. How much does the average person earn after 5 years in this career?

Appendix VI Cont.

C. How much do the best people earn after 10 years in this career? ______________________________

____

V. Opportunities

A. What is the present need for workers in this career?

(1) Locally ______________________________

(2) in this state ______________________________

(3) in the U.S. ______________________________

B. Are these needs likely to increase or decrease during the next 3 to 5 years? __________

VI. Preparation

A. What are the educational and training requirements for entry into this career?

____

____

____

B. Where can these requirements be met?

____

____

C. What is the estimated cost of acquiring this education and training?

____

____

VII. Other Comments on This Career

____

____

APPENDIX VII

ACTIVITY

RESEARCHING POTENTIAL CAREERS

Select two careers which interest you and describe (1) the duties and responsibilities, (2) working conditions, (3) the salary range, (4) the present and expected future needs in these careers locally, in your state, and in the nation, and (5) the educational and training requirements to enter and progress in these careers. (Sources for this information include interviews with those presently working in the career fields you select, the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, bulletins from your state employment service, and various library references.)

I. The name of the first career field I am researching is:

1. The duties and responsibilities include:

2. Working Conditions:

a. Normal hours of work are: ____________________

b. Personal safety of workers (list any possible dangerous conditions):

c. Describe the typical work environment by indicating: (1) whether the work is mainly done indoors or outdoors, (2) if indoor facilities are usually air conditioned and heated, (3) whether the work is performed while standing or sitting, (4) if surroundings are pleasant and attractive, and (5) if the noise level is unpleasant.

Appendix VII Cont.

3. The salary range (from beginning salary to what the highest-paid workers in this career earn): __________

4. Present and expected future needs for workers in this career:
   a. The need for workers in this career now are—
      (1) Locally __________
      (2) Statewide __________
      (3) Nationally __________
   b. The expected future need for workers in this career are:
      (1) Locally __________
      (2) Statewide __________
      (3) Nationally __________

5. The educational and training requirements to enter and progress in this career are:

____

____

6. Where can YOU acquire the education and training required for this career?

____

7. What is the estimated cost of acquiring this education and training?

____

8. Will you be able to afford the expense of this education and training?

How?

____

9. What things especially appeal to you about this career?

____

____

____

____

____

____

10. What is there about this career that you think you might not like?

____

____

____

____

Appendix VII Cont.

11. List your sources of information about this career:

APPENDIX VIII

WHAT YOUR EMPLOYER MAY EXPECT

Assume the role of an employer. Some of your employees are not living up to your expectations. So that they will understand why you expect of them the nine items listed below, write out your reasons for these expectations in the form of a memorandum to all employees:

MEMORANDUM

To: All employees Date: ____________________

From: ______________________

Subject: Rationale for employee behavior

The management not only wants its employees to know what is expected of them, but also why these things are expected. An explanation of the reasons for each expectation follows:

1. Cooperation:

____

____

____

____

2. Honesty:

____

____

____

____

3. Initiative:

____

____

____

____

4. Willingness to Learn:

____

____

____

____

Appendix VIII Cont.

5. Willingness to Follow Directions:

6. Dependability:

7. Enthusiasm:

8. Acceptance of Criticism:

9. Loyalty:

J-4.27

APPENDIX IX

NAME ______________________________ DATE ____________________
Last First

STUDENT CHARACTERISTICS EVALUATION

Teacher Evaluation						Student Evaluation				
Very Good	Good	Average	Below Aver.	Poor	PERSONAL APPEARANCE	Very Good	Good	Average	Below Aver.	Poor
					Dress					
					Personal Etiquette					
					Comments beards, sideburns, hair cleanliness					
					CHARACTER					
					Pride in work					
					Humbleness as a helper					
					Aggressive					
					Observant					
					Personal Judgment					
					Ambition					
					Responsible Driver					
					Comments discipline dependability					
					PERSONAL ATTITUDES					
					Safety Mindedness					
					Confidence					
					Desire to Learn					
					Desire to Work					
					Honest					
					Organized					
					Comments					

J-4 28

Appendix IX Cont.

Teacher Evaluation						Student Evaluation				
Very Good	**Good**	**Average**	**Below Aver.**	Poor	PERSONALITY	**Very Good**	**Good**	**Average**	**Below Aver.**	Poor
					Sense of Humor					
					Consideration of Others					
					Consideration of Tools					
					Consideration of Materials					
					Tactfulness					
					Respect of Superiors					
					Comments					

J-4.29

APPENDIX X

WHAT YOU, THE EMPLOYEE, MAY EXPECT

Why do you, as an employee, expect each of the following of your employer?

1. Regular Payment and on Time:

2. Safe Working Conditions:

3. Training for New Job Functions:

4. Introductions to Co-Workers:

5. Explanations of Rules and Regulations:

Aritcle X Cont.

6. Explanations of Changes in Duties:

7. Evaluation of Your Work:

8. Discipline If You Break the Rules:

9. Honesty:

Senior High Career Education Teaching Modules

Page No.

Job Seeking Skills 168 through 175

Introduction 169
Module No. 1—Planning 170
Module No. 2—Letters 171
Module No. 3—Application Forms 172
Module No. 4—Resume 173
Module No. 5—Interviewing 174
Module No. 6—The Future 175

People Who Work In Recreation 176 through 182

Introduction 177
Module No. 1—Development of Interest and Awareness 178
Module No. 2—Development of Self Concept 179
Module No. 3—Development of Classifying Occupations 180
Module No. 4—Development of Interpersonal Interaction 181
Module No. 5—Development of Future Concepts 182

People Who Work In Computer Science 183 through 189

Introduction 184
Module No. 1—Development of Interest and Awareness 185
Module No. 2—Development of Self Concepts 186
Module No. 3—Development of Classifying Occupations and Research 187
Module No. 4—Development of Interpersonal Interaction 188
Module No. 5—Development of Future Concepts 189

People In Public Service 190 through 196

Introduction 191
Module No. 1—Development of Interest and Awareness 192
Module No. 2—Development of Self Concept 193
Module No. 3—Development of Classifying Occupations and Research 194
Module No. 4—Development of Interpersonal Interaction 195
Module No. 5—Development of Future Job Concepts 196

A Group Guidance Unit In Career Education With Emphasis Upon Self Awareness Especially Prepared For Secondary Students Pages 197 through 220

Introduction 198
Module No. 1—Establishing Guidelines For Group Process 199
Module No. 2—Dignity and Worth of Others 204
Module No. 3—The Value of Different Occupations 207
Module No. 4—Classifying Occupations 209
Module No. 5—Comparison of Interests and Abilities To Careers 214

JOB SEEKING SKILLS

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Language Arts

INTRODUCTION

This unit includes goals and performance objectives for career education, however, specific goals and objectives relating to the Language Arts field are inherent. For example, as a Language Arts teacher, one objective to be achieved would be to learn how to do a correct outline. In using the learning activities listed, the student will not only learn about personal career choices but will also learn specific phases of English. The students will be involved with discussions, readings, oral reports, listening, and role playing. Above all, the whole idea of language is exhibited here—communication. The students practice communication in all the activities mentioned, but most of all they become aware of their job or career as one of the most valuable forms of communication for themselves. Hopefully, they will realize the advantages and material gains that can be made through work and in turn gain respect for a job.

This unit contains the following modules:

1. Planning
2. Letters
3. Applications
4. Resume
5. Interviewing
6. The Future

PLANNING

Module No. 1 Correlation: Language Arts

I. GOALS

After teachers have directed learning activities in this and other *units*, the student should be able to:

- A. Identify the various job opportunities that are available to meet personal needs.
- B. Value all forms of work in terms of its contribution to the welfare of the individual and society.
- C. Understand the value of resource materials for the purpose of decision making.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Describe occupational areas of interest and possible careers in these areas.
- B. Choose resource materials necessary for the study of a career.
- C. Relate education, previous job experience, school activities, personal data, and other necessary information to potential careers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Before a student can choose a career, he/she must first appraise himself/herself in relationship to the kind of job in which he/she would best be suited. Because students often choose a career without an awareness of the different choices available to them, the teacher should acquaint the student with a variety of job opportunities. Students should also develop an appreciation of work and what it can do for the individual and society.

B. *Materials and Equipment*

1. Film and Projector
2. Arrangements for use of library and availability of material
3. Handout sheets for each student on procedures of correct outlining

IV. LEARNING ACTIVITIES:

- A. Points of discussion should include how each student is benefited economically, physically, and intrinsically.
- B. View the film "Jobs, You and Your Attitudes".
- C. Discuss likes and dislikes of some of the possible careers indicated by the film. The student's personal satisfaction and fulfillment should be considered. His hobbies may be a source to draw upon for his job choice.
- D. Discuss the value of the various careers indicated and their worth to the community or public. Allow students to freely voice their opinions on the value of certain careers and why they feel the careers are important to the public.
- E. Discuss procedures of finding, investigating, and interviewing for a job.
- F. Visit the library to pursue and scan available materials.
- G. Discuss materials in small or large groups which may be used in the student's career study.
- H. Discuss his/her reasons for preferring one job over another. Consider personal motives and fulfillment.
- I. Research a particular career of his/her own choice and prepare to write a thorough explanation of the characteristics of the job, training required, how to obtain a job, its value, and the approximate salary.
- J. Read and discuss his/her career paper with the class (if desired, demonstrations can also be included in this activity).
- K. Begin an outline for an extensive study of his/her possible career.

V. EVALUATION:

- A. The teacher will evaluate the student on his/her eagerness to compare his value list to his/her life style.
- B. The teacher will evaluate the students through discussion. The teacher will look for such contributions on the student's part as, why one works or why one must consider a future career; what the student's particular interests are for the future career; the value of his/her choice in regard to himself/herself and the community.
- C. The teacher will evaluate the student on his/her interest and participation in finding sources of information. He/she will also be evaluated on his/her ability to locate sources that specifically relate to his/her choice.

VI. RESOURCES:

A. *Book*

Occupational Outlook Handbook, U. S. Department of Labor, Washington, D. C.

B. *Film*

"Jobs, You and Your Attitudes", Coronet Films, 65 East South Water Street, Chicago, Illinois.

C. *Reference Magazines*

D. *Reference Newspapers*

E. "Job Guide For Young Workers", Superintendent of Documents, Washington D. C.

LETTERS

Module No. 2

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the techniques involved in writing a letter of application.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify available addresses for job sources.
B. Use correct grammar, wording, and form in letters of application.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The impression a student makes on a prospective employer begins with the initial writing of a letter of application; therefore, he must gain a workable knowledge which involves not only grammar but also form in relation to the letter of application.

B. *Materials and Equipment*

1. Sample letter of application for each student.
2. Step by step procedure for writing letters.

IV. LEARNING ACTIVITIES:

A. Research materials and then discuss the findings. Students will examine various types of job applications and complete at least one practice application.
B. Proofread and revise his/her application.
C. Participate in a panel discussion followed by a question-answer period concerning the different types of applications.
D. Discuss personal, character, and professional references.

V. EVALUATION:

A. The teacher will evaluate the student's job application in relationship to proper grammar, wording and form.
B. The teacher will evaluate the student's participation in the panel discussion and in reference to his/her comprehension of personal references.

VI. RESOURCES:

A. *Book*

How to Apply for a Job, Ohio Bureau of Employment Services, Vocational Planning Center, 108 East 7th Street, Cincinnati, Ohio 45202.

B. *Filmstrip*

"Job Survival Skills", Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project #124)

APPLICATION FORMS

Module No. 3 | Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Demonstrate the skills relating to the procedures involved in filling out a job application.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify a variety of job applications.
B. Use proper grammatical construction as related to the application.
C. Describe the importance of personal references in writing letters of application.

III. TEACHER PREPARATION:

A. *Teacher Notes:*

The impression a student makes on a prospective employer is affected by the appearance and content of the job application; therefore, the student needs to know the proper way of filling out a job application.

B. *Materials and Equipment:*
   1. Example of job application.
   2. Variety of job applications to be utilized by class.

IV. LEARNING ACTIVITIES:

A. Read the typical prepared letter.
B. Discuss content of letter establishing definite points that should be included:
   1. First paragraph establishes a point of contact.
      a. Where did you learn about the job?
      b. You are applying for the job. "Please consider me as an applicant for this position."
   2. Second paragraph discusses how your education and experiences qualify you for the job.
   3. If you include references in your letter, put these in the third paragraph.
   4. The last paragraph should ask for a personal interview at the employer's convenience. Be sure to include your phone number.
   5. Make a rough copy. "Sell Yourself," rewrite making the letter perfect.
C. Write personal sample application.
D. Exchange letters examining content, form, spelling, punctuation, etc. for mistakes.

V. EVALUATION:

A. The teacher will evaluate the student's letter of application in relationship to grammar, wording and form.
B. The teacher will evaluate the student with a test on grammar and format of the letter.

VI. RESOURCES:

A. *Book*

Succeeding In The World of Work, Kimbrell & Vineyard, McKnight Publishing Co., Bloomington, Ind. (RESA V Career Education Project #105)

B. *Pamphlets*
   1. "You & Your Job", Southwestern Publishing Co., 5101 Madison Road, Cincinnati, Ohio 45227
   2. "How to Find and Apply for a Job", Southwestern Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227

C. *Filmstrip*

"Job Survival Skills", Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614 (RESA V Career Education Project #124)

RESUME

Module No. 4 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Comprehend his/her interests, aptitudes, and limitations and their significance.

B. Understand methods of applying present skills and abilities to the employment situation.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify abilities, skills, and limitations and record them in the correct resume form.

B. Use correct grammatical construction.

C. Describe the correct format of a resume.

III. TEACHER PREPARATION:

A. *Teacher Notes:*

If students do not display the correct information and grammar in a job resume, the employer may not consider his/her application. Therefore, not only does a student need to know the techniques involved in writing a resume but also his personal interests and attitudes which are factors in obtaining a job.

B. *Materials and Equipment:*

1. Sample resume to distribute to the class
2. Handout sheets on correct form of resume

IV. LEARNING ACTIVITIES:

A. Read and discuss a typical job resume.

B. Prepare a personal resume or personal data sheet. Consider the accuracy of the information given and neatness of the resume.

C. Discuss Social Security cards. Include why, how, and where to obtain one as well as its importance and function.

D. Utilize interests, checklists, test scores, self-inventory charts, and autobiography in assessing personal interests and abilities.

E. Complete a practice job resume.

V. EVALUATION:

A. The teacher will evaluate the student's personal data sheets for completeness and accuracy.

B. The teacher will evaluate the students on their participation in discussing the numerous aspects of the resume.

VI. RESOURCES:

A. *Book*

Pathway to Your Future—The Job Resume and Letter of Application, Kenneth Adler, Bellman Publishing Company, Box 172, Cambridge, Mass. 02138, 1971

B. Sample Personal Data Sheet

C. Social Security Cards

INTERVIEWING

Module No. 5 Correlation: Language Arts

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Realize the make-up and the importance of job interviews in acquiring work.

B. Realize that his/her appearance and attitude during a job interview can affect its outcome.

C. Recognize his/her personal faults and be aware of steps for self-improvement.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss job interviews and the psychological forces working on the interviewee.

B. Formulate a realistic self-concept and discuss attitudinal and appearance improvements he/she personally should make.

C. Discuss the affects of appearance and attitude during a job interview.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Many students do not recognize the fact that seeking a job involves more than knowledge of job skills. The interview of a prospective employer is the key for success or failure. Students must realize the importance placed on attributes such as dress, manners, etc., and learn how to control these factors in an interview.

B. *Materials and Equipment*

1. Guest speaker from personnel department of local company
2. Filmstrip, films and projectors
3. List of role playing examples

IV. LEARNING ACTIVITIES:

A. List and discuss desirable manners and attitudes he/she should develop. Consider the importance of appearance and being a good listener.

B. View at least two of the films or filmstrips listed in resources on job interviews based on availability.

C. Discuss the roles to be portrayed.

D. Take turns portraying various job interview situations. All will include an interviewer. Interviewees will include the under-educated, over-educated, inferior, superior, under-dressed, over-dressed, as well as the appropriate.

E. Discuss the roles as portrayed and if the interviewer was just in his/her decision to hire or not to hire.

F. View and discuss film "Too Late For Regrets."

G. Discuss appearance (clothing, make-up, posture, hair, etc.).

H. Listen to guest speaker and discuss his/her comments as to what he/she looks for during a job interview.

I. Write a paper about personal faults, the corrections necessary, and the methods to use in order to integrate these into his/her own personality.

V. EVALUATION:

A. The teacher will evaluate the students on papers written.

B. The teacher will evaluate the student on his effectiveness in the role playing situation.

VI. RESOURCES:

A. *Films*

1. "Job Interview: Men," Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069 (RESA V Film Library #MP 1181).
2. "Job Interview: Women," Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069 (RESA V Film Library #MP 1187).
3. "Too Late for Regrets," WETA-TV The Greater Washington Educational TV Assn., Inc. (RESA V Film Library #MP 1071).

B. *Filmstrip*

"Your Job Interview", available on loan from West Virginia Division of Guidance and Testing, West Virginia Department of Education, Charleston, West Virginia.

C. *Pamphlet*

"How to Sell Your Job Talents", Ohio State Employment Service, Columbus, Ohio.

THE FUTURE

Module No. 6 Correlation: Language Arts

I. GOALS

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Accept with confidence and security his/her attributes while weighing inhibiting and facilitating factors in terms of tentative plans for the present and future.

B. Accept abilities and limitations in terms of inhabiting and facilitating factors and relate potential career opportunities to tentative plans.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the students should be able to:

A. Verbalize an acceptance of self as an entity both physical and psychological that is unique and of value to himself/herself and society.

B. Demonstrate the skills, attitudes, and work habits necessary to select, prepare, enter and maintain a work role.

C. Demonstrate flexability to the extend that he/she can make major or minor changes in work role patterns at such time as it might be necessary or desirable.

III. TEACHER PREPARATION:

A. *Teacher Notes*

It is important for each student to develop a realistic self-concept in order to secure and retain his/her personal job choice. The teacher can help him/her realize his/her own limitations and attributes and how they relate to his/her occupational choice.

B. *Materials and Equipment*

1. Students interest check list, test scores, self-inventory chart, take stock of yourself, and autobiography
2. Reports on specific occupational role
3. Profiles, self and job requirements
4. Film and projector

IV. LEARNING ACTIVITIES:

A. Scan interest checklist, test scores, self-inventory chart, grades, autobiography, etc.

B. Complete profile, self and job requirements.

C. View film "Counseling in Decision Making."

D. Discuss personal job choices. Have students explain why a certain job appeals to him/her personally and how it fits his/her own interests and expectations.

V. EVALUATION:

The teacher will evaluate the student by his/her ability to relate himself/herself to occupational roles by using materials, information, and etc., that have been accumulated during his/her study.

VI. RESOURCES:

A. *Books*

1. *Facing Facts About Preparing for Your Future*, Prudential, Box 36, Newark, N.J. 07101, 1972.
2. *Facing Facts About Career Opportunities for the High School Graduate*, Prudential, Box 36, Newark, N.J. 07101, 1972.
3. *Your Job and Your Future*, James Olson, Vol. II McGraw Hill Book Company, 330 W. 42nd Street, New York, New York 10036.

B. *Film*

"Counseling in Decision Making", Society for Visual Education Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

PEOPLE WHO WORK IN RECREATION

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Health

INTRODUCTION

This unit has been designed for use with high school students due to the increased emphasis on career opportunities in the fields of physical education and recreation. In areas of this country, there are shortages of trained personnel in these occupational areas. According to the United States Department of Labor, these shortage areas are expected to increase. As a result, there is a great demand for qualified persons in the area of physical education and recreation and many occupational opportunities will be available for trained personnel in the future.

Many students in our school system are looking for a particular career to follow, but leadership must be provided to help them move in the right direction. In physical education and recreation, there is a great variety of opportunity for those who can go on to a higher education and also for those who cannot. Assistance is needed to help young people realize the opportunities available to them which in turn will help communities, states, and the nation prosper with trained personnel in physical education and recreation.

It is intended that students develop an awareness of the relationship between self, education, and careers in this unit. By revitalizing our formal educational system with the concept of career education, our school systems have a renewed potential of producing individuals who are competent and can function effectively in today's society.

H-2.3

DEVELOPMENT OF INTEREST AND AWARENESS

Module No. 1 Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the value of recreation careers in terms of his/her function in the world.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the meaning of work in physical education and recreation, and its importance to society.
B. Describe his/her feelings toward the area of physical education and recreation.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Before a student can choose a career in recreation, he/she must first develop not only an interest but also an awareness of occupations that exist in the field. After a student is knowledgeable in this area, he/she must then look at his/her own interests before making a commitment in a particular choice.

B. *Materials and Equipment*

1. Checklist of all career opportunities in the fields of physical education and recreation
2. Filmstrip and slide projector
3. Filmstrip "Preparing for the World of Work"
4. Movie and Projector

IV. LEARNING ACTIVITIES:

A. Discuss the importance of recreation occupations. Include both intrinsic and extrensic values.
B. List from their own knowledge all of the career opportunities available in physical education and recreation.
C. List the ideas for job choices received from the filmstrip "Choosing Your Career".
D. Write an essay on the conclusions derived from the filmstrip, "Preparing For the World of Work".
E. View movie "Careers in Recreation".

V. EVALUATION:

A. The teacher will evaluate the student on his/her list of job opportunities in recreation and physical education.
B. The teacher will evaluate the student on the ideas that he/she received from the filmstrips and movie by observing his/her contribution to the class discussion.

VI. RESOURCES:

A. *Books*

1. *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, NY 10001, 1972
2. *Dictionary of Occupational Titles*, U.S. Department of Labor, Washington, D.C.

B. *Filmstrips*

1. "Choosing Your Career"—(Part I and Part II) Instructional Services Department, Wood County Board of Education, 1210 Thirteenth Street, Parkersburg, WV #46N.
2. "Preparing for the World of Work," Instructional Services Department, Wood County Board of Education, 1210 Thirteenth Street, Parkersburg, WV #47N.

C. *Film*

"Careers in Recreation", West Virginia University Health and Physical Education Department, Morgantown, West Virginia.

DEVELOPMENT OF SELF CONCEPT

Module No. 2 Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand abilities and limitations in terms of their relation to potential career opportunities and tentative plans.

B. Function in the performance of decision making and work adjustment process.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe his/her abilities and limitations.

B. Relate self-knowledge to work and his/her potential future career.

C. Discuss self as an entity, both physical and psychological, unique and of value to himself/herself and society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A student must understand himself/herself before he/she can choose any career. The teacher must help the student understand his/her own individual interest, as well as emotional limitations and abilities and how these relate to his/her job choice.

B. *Materials and Equipment*

1. Skill Test
2. Aptitude Test
3. Movie and Projector

IV. LEARNING ACTIVITIES:

A. Take skill test to help the individual become aware of his/her strengths and weaknesses.

B. Take aptitude test to help the student develop a better understanding and concept of himself/herself.

C. Explore his/her value system in regard to a career in physical education and recreation.

D. View movie "Aptitudes and Occupations".

E. Make comments on possible new insights received concerning a career from the film "Aptitudes and Occupations".

F. Obtain guidance and counseling services to meet the students needs as they arise.

G. Discuss the testing results in relation to the various jobs available in the recreation field.

V. EVALUATION:

A. The teacher will evaluate the student through observation of class discussion.

B. The teacher will evaluate the student with a written examination on the film.

C. The teacher will evaluate the student on his/her involvement in the explanation of his/her tentative occupational choice.

VI. RESOURCES:

A. *Books*

1. My Philosophical Development, Bertrand, Russell, Simon & Shuster, Inc., 1 West 39th Street, New York, New York, 10018
2. *The Art of Working with People*, Edward Hodnett, Harper & Row, 10 E. 53rd Street, New York, New York, 10022
3. *Individual Differences*, Josn Anastasa, John Wiley and Sons, Inc., Eastern District Ctr., 1 Wiley Drive, Somerset, New Jersey 08873

B. *Film*

"Aptitudes and Occupations", Coronet Instructional Films, Inc., Coronet Building, 65 East South Water, Chicago, Illinois 60601 (RESA V—Film Library #MP37)

DEVELOPMENT OF CLASSIFYING OCCUPATIONS

Module No. 3 — Correlation: Health

I. GOAL:

After teachers have directed learning activities in this and other units, the student should be able to investigate and formulate alternative educational experience paths which allow the individual access to various careers.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe opportunities available to him/her in physical education and recreation.
B. Describe the availability of education to his/her potential career field.
C. Discuss the meaning of work in potential fields and its importance to him/her and to society.
D. List occupational opportunities in his/her field of interest within and around the immediate community.

III. TEACHER PREPARATION:

A. *Teacher Notes*

A student must know the variety of job opportunities available to him/her before he/she can make a specific choice. The teacher needs to assist the student in his/her investigation and formulation of the alternatives involved in his/her career choice.

B. *Materials and Equipment*

1. Assorted biographies
2. Newspapers
3. Arrangements for field trips
4. References on career opportunities
5. Possible survey forms

IV. LEARNING ACTIVITIES:

A. Analyze a personal case history of someone who has succeeded in the career area that interests his/her (use biographies and personal acquaintance). Include educational and/or skill requirements, likes and dislikes, prior work experience, and other interests.
B. Review want ads and discuss job opportunities in part time jobs in his primary job interest area.
C. Make a field trip to the local Department of Employment Security to find out the area job supply and demand in his/her field of interest.
D. Research the information provided by the teacher on advanced positions available within his/her specific area.
E. Participate in a written research of the training and requirements in the career area of his/her choice.
F. Go on a field trip to an existing job in his/her interest area to observe and interview the employers.
G. Make a list of job expectations in his/her area of interest.
H. Run a survey on a community-wide basis to determine the community's interest and involvement in the areas of recreation and physical education.

V. EVALUATION:

A. The teacher will evaluate the student on discussion.
B. The teacher will evaluate the student on his/her case study.
C. The teacher will evaluate the student on the success or failure of his/her surveys.
D. The teacher will evaluate the student on his/her list of job expectations.
E. The teacher will evaluate the student on his/her entusiasm of possible job choice.

VI. RESOURCES:

Books

1. *Community Recreation*, Harold D. Meyer, and Charles K. Brightbill. A guide to its organization. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964.
2. *Professional Preparation in Health, Physical Education and Recreation*, Raymond Snyder and Harry Scott, McGraw-Hill Co., New York, 1953.

DEVELOPMENT OF INTERPERSONAL INTERACTION

Module No. 4 Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the student should be able to:

A. Understand the physical, emotional and mental interactions in imitating the role of the worker that demonstrates effective work habits.

B. Interact effectively in a variety of situations while being aware of the needs of others.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe specific interests in relation to recreation and physical education occupations.

B. Discuss the personal satisfaction and hindering factors in the recreation and physical education occupations.

III. TEACHER PREPARATION:

A. *Teacher Notes*

It is important for students to have a realistic view of the real work world concerning his/her job choice. Through role playing in the classroom, he/she can explore the different skills needed and how his/her own abilities and limitations are related.

B. *Materials and Equipment*

1. List of role playing possibilities
2. List of topics for oral reports
3. List of available lectures

IV. LEARNING ACTIVITIES:

A. Act out the responsibilities of duties they would have if employed in an occupation of their interest through simulation activity and role playing.

B. Prepare oral reports concerning methods and materials used in one's particular field of interest.

C. Attend lectures concerning the various fields and careers available in physical education, and recreation.

V. EVALUATION:

A. The teacher will evaluate the student by observation of the role playing, discussion, and interaction.

B. The teacher will evaluate the student in relation to the observations and estimates made pertaining to individual career interests.

C. The teacher will evaluate the student's content, organization, and delivery of oral reports.

VI. RESOURCES:

Books

1. Career *Education*. Maryland State Board of Education, Friendship International Airport, Box 8717, Baltimore, Maryland 21240.
2. *Encyclopaedia of Careers and Vocational Guidance*, Volume I *Planning Your Career*, J. G. Ferguson Publishing Co., Chicago, Illinois.

DEVELOPMENT OF FUTURE CONCEPTS

Module No. 5 — Correlation: Health

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Understand and relate themselves both cognitively and affectively to their work.
- B. Understand the background necessary to enter his/her chosen career and to progress within that career or to change the direction of his/her career if necessary or desirable.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Describe himself/herself i.e., abilities, skills, limitations, and can relate this knowledge to a career or future career.
- B. Discuss the skills, attitudes and work habits necessary to select, prepare for, enter, and maintain a future work role.
- C. Develop flexibility both mentally and physically to make adjustments within a work role or change of work role.

III. TEACHER PREPARATION:

A. *Teacher Notes*

After a student has made some kind of differentiation in a chosen field, the teacher needs to help him/her develop some assurance of job success in that field. Through knowledge of basic skills and interests involved in that choice, the student should also learn to become flexible enough to move through specific future careers.

B. *Materials and Equipment*

1. Handout sheet
2. Access to library and resource material
3. Film: "Planning Your Career"

IV. LEARNING ACTIVITIES:

- A. Observe and use handout sheets to direct possible interests in future plans.
- B. Make use of library facilities to develop goals for the future.
- C. Choose an area of interest and research the present and predicted status of this field in a report form.
- D. Discuss the three basic steps for planning for a career taken from the film "Planning Your Career".
- E. Plan a career related activity which relates to his/her own particular field of interest.

V. EVALUATION:

- A. The teacher will evaluate the student through observation of the student's use of library materials and interest in planning for a future.
- B. The teacher will evaluate the student's report on the status of his field of interest and job description.
- C. The teacher will evaluate the student's enthusiasm in discussion concerning film.

VI. RESOURCES:

A. *Books*

1. *Your Plans for the Future*, Detzin and Detzin, McGraw-Hill, 1957, 1221 Avenue of the Americas, New York, New York, 10020.
2. *4-Square Planning for Your Career*, Haion, J., Science Research Associates, 1946—259 East Erie Street, Chicago, Illinois 60611.

B. *Film*

"Planning Your Career", Encyclopaedia Britannica Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611. (RESA V—Film Library, #MP542)

H-3.1

PEOPLE WHO WORK IN COMPUTER SCIENCE

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Mathematics

INTRODUCTION

This unit is designed to familiarize students with the variety of jobs available in the area of computer science. It also involves the student's self-awareness and skills in relationship to his personal job choice. Although the goals and objectives are related to career education, they can be correlated with the field of mathematics.

The unit is correlated through a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the existing subject being taught. This method of teaching makes use of field trips, resource people, media, interpersonal interaction, and research activities.

It is aimed at producing individuals able to find and participate in meaningful and satisfying work, and if the time comes when it is necessary or desirable to make major or minor changes in their career, they can be easily made.

A program of this nature is written in a general presentation as to facilitate modifications by the instructor and student at will. The material will give sufficient explanation and information for the students to familiarize themselves with jobs in a computer center.

The time element in covering this program is as flexible as the students and an instructor wish it to be. More time could be spent on certain areas or jobs as is necessary for effective decision making.

DEVELOPMENT OF INTEREST AND AWARENESS

Module No. 1 Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the value of mathematics in terms of its functions in the world outside the classroom.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify the reasons for using computers.
B. Describe the role of mathematics in computer science.
C. Discuss the importance of computers in society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Because computers are more and more a common part of our everyday lives, students should be aware of its role and in what ways they as individuals could be suitable for careers in this area. Some job areas might be key punch, machine operator, programmer, systems analysist, and repairman.

B. *Materials and Equipment*
   1. Film and Projector
   2. Prepare game problems

IV. LEARNING ACTIVITIES:

A. View the film "Electrons at Work." List specific job areas that are learned from the film.
B. Discuss the various uses of the computer. Master scheduling, scoring of standardized tests and survey forms, remote terminal units in math classes, etc. are uses to be considered.
C. Discuss some generalizations showing how math is used with computers. Use computer in math classes to show how to arrive at an answer to a problem. Program complicated answers after problem is set up.
D. Divide into teams with one team using a miniature computer or other available office machines and the other team using longhand to relate the differences in speed and accuracy.

V. EVALUATION:

A. The teacher will evaluate the student through the discussion session by observing the different careers identified by the student.
B. The teacher will evaluate the student's involvement during the game by observing the number of questions and/or comments about the game during the specific activity.

VI. RESOURCES:

Books

1. *Planning Your Career*, Robert Calvert and John Steele, Magraw-Hill Book Co., Inc., New York, New York 1963.
2. *Career Opportunities*, New York Life Insurance Company, 1958.
3. *Your Career in Computer Programming*, I.J. Seligsohn, A Division of Simon & Schuster, Inc., 1 W. 39th Street, New York, NY.

Film

Electrons At Work, Encyclopaedia Britannica Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. (RESA V Film Library—# MP 191).

DEVELOPMENT OF SELF CONCEPTS

Module No. 2 Correlation: Math

I. GOALS

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Relate personal occupational objectives with computer careers.

B. Comprehend the diversity and complexity of work alternatives appropriate to them.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify the various occupations, careers, and job titles dealing with computers.

B. Describe the contribution that computer workers make.

C. Identify the reasons why occupations with computers exist.

D. Discuss job interests related to computers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Most students are not aware of the variety of jobs related to the computer field. A student not only needs to become aware that these jobs exist, but also to adapt his/her interests in a specific area.

B. *Materials and Equipment*

1. Resource people
2. Miscellaneous materials for bulletin board displays

IV. LEARNING ACTIVITIES:

A. Listen and discuss different occupations with resource people.

B. List data processing manager's activities.

C. Discuss the good and bad points of a data processing manager.

D. Divide into groups to arrange bulletin boards dealing with the various computer careers.

V. EVALUATION:

A. The teacher will evaluate the student in his/her contribution to the discussions.

B. The teacher will evaluate the student on his/her bulletin board display.

VI. RESOURCES:

Books

1. DOT. (Dictionary of Occupational Titles)
2. *Encyclopedia of Careers and Vocational Guidance*, J. G. Ferguson Publishing Co., Six N. Michigan Avenue, Chicago, Illinois 60602.
3. *Digest of Computer Opportunities*—Source Survey EDP—Salary Survey 1974—EDP, Inc., Philadelphia, Pennsylvania.
4. *Fundamentals of Data Processing*, Wanous-Wanous-Wagner, Cincinnati, Ohio; South Western Publishing Company, 1971.

H-3.5

DEVELOPMENT OF CLASSIFYING OCCUPATIONS AND RESEARCH

Module No. 3 Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the structure and methods of classifying occupations and recognizing the sources of information and experience.

B. Recognize the relationship between life styles and the dictates of the work situation.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Orally identify sources of information about computer occupations.

B. Identify the qualifications and skills needed for each of the various occupations.

C. Illustrate the value of mathematics as it relates to computer careers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

After the student has an idea of the various jobs involved in computer occupation areas, he/she must learn where he/she can go to find available materials and information which concerns a specific job choice. Some considerations for job choice might be financial, hours of work, geographical location, physical and mental requirements, etc.

B. *Materials and Equipment*

1. Reference books
2. Cassette tapeplayer and tapes about computers
3. Miscellaneous materials for bulletin board displays
4. Access to reference materials in library

IV. LEARNING ACTIVITIES:

A. Read books about computer science workers.

B. Listen to cassette recordings.

C. Develop a list of jobs relating to computer science and list qualifications and skills needed for each job.

D. Construct a bulletin board related to various occupations in the computer field.

E. Research and prepare three to four informative speech comparing personal variables of careers in the computer area.

V. EVALUATION

A. The teacher will evaluate the students on their bulletin board.

B. The teacher will evaluate the student's speech on content, organization, and delivery of speech.

VI. RESOURCES:

Books

1. *Explorations in Computer—Assisted Counseling*, John F. Coqswell & D. P. Estevang, Santa Monica, California: System
2. Same listing as in Module Two (2) Resources
3. *Careers & Opportunities in Computer Science*, John M. Carroll, E. P. Dutton & Company, Inc., New York, NY, 1967.

Cassette Tapes

1. *"Computers"*
2. *"Careers in Data Processing"*, Daniel Grossman, Compass 33: 10-11 July.

DEVELOPMENT OF INTERPERSONAL INTERACTION

Module No. 4

Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the physical, mental, and emotional stability of workers who demonstrate effective work habits.
B. Interact effectively in a variety of situations while being aware of the needs of others.
C. Comprehend the diversity and complexity of the work alternatives involved in the various job areas of computer occupations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss career roles and his/her interpretations.
B. Interact with others in a meaningful manner.
C. Discuss his/her feelings about the role that he/she played.
D. Identify the ways in which mathematics is needed by workers.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In this module the teacher could direct students in a realistic role playing situation which would show a relationship of personal interest to computer science occupations.

B. *Materials and Equipment*

1. List of various role playing examples
2. Magazines
3. Cardboard
4. Paper
5. Magic markers

IV LEARNING ACTIVITIES:

A. Discuss the role to be portrayed.
B. Take turns portraying various workers.
C. Make a cardboard model of a computer.
D. Discuss feelings about the various roles portrayed.
E. Discuss the need for mathematics skills. Contrast skills of modern math tended toward computerized mathematics as opposed to the basic skills of math. Also, consider the trends toward a computerized society.

V. EVALUATION:

A. The teacher will evaluate the student by observation of the role played, discussion, and interaction.
B. The teacher will evaluate the student on his/her model computer, as to accuracy and completeness.

VI. RESOURCES:

Books

1. *Career Education*, Maryland State Board of Education, Friendship International Airport, Box 8717, Baltimore, Maryland 21240.
2. *Encyclopedia of Careers and Vocational Guidance*, J. G. Ferguson Publishing Co., Six N Michigan Ave., Chicago, Ill. 60602.

DEVELOPMENT OF FUTURE CONCEPTS

Module No. 5 Correlation: Math

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Recognize that jobs emerge and diminish because of the social value of the resulting products and services.
B. Understand the labor market demands, both current and projected, in careers related to computer science.
C. Understand the educational background needed to enter an occupation in computer science.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the educational requirements and opportunities involved in a variety of computer occupations.
B. Project employment trends in the next ten years for computer science occupations.
C. Discuss possible summer and future full-time employment in computer science.

III. TEACHER PREPARATION:

A. *Teacher Notes*

Students should be aware of job fluctuations in computer occupation areas. There are usually prescribed educational and experience requirements to enter the computer related fields. Students should be aware of the requirements needed for their chosen field of endeavor, particularly in computer related jobs.

B. *Materials and Equipment*

1. Pamphlets

IV. LEARNING ACTIVITIES:

A. Use materials available from Department of Labor and Department of Employment Security regarding current and project labor market demands.
B. Discuss financial assistance available to students desiring to pursue education.
C. Receive counseling regarding his/her abilities and their relationship to his/her educational plan.

V. EVALUATION:

A. The teacher will evaluate the student in terms of creativity and understanding of requirements needed to pursue various careers.

VI. RESOURCES

Books

1. *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, NY 10001, 1972.
2. *Career Choices of Rural Youth in a Changing Society*, Lee G. Burchinal, University of Minnesota, Agricultural Experimentation Station, Minneapolis, Minnesota, 1962.
3. *Career Development: Choice & Adjustment*, D. C. Tiedman and R. P. O'Hara, 1963, College Entrance Examination Board, New York, New York

Pamphlets

Current and Projected Labor Market Demands, Department of Labor, Department of Employment Security, State Capitol, Charleston, West Virginia.

PEOPLE IN PUBLIC SERVICE

A
Career Education Unit
for
High School Level
(Tenth-Twelfth)

Correlated
with
Social Studies

DEVELOPMENT OF INTEREST AND AWARENESS

Module No. 1

Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the area of Public Services and its basic goals, concepts, and terms.
B. Recognize that Public Services occupations relate in many ways to his/her occupational interests.
C. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Identify the basic goals, concepts, and terms of Public Service occupations.
B. Prescribe work roles for various public service occupations.
C. Discuss public service occupations in relation to personal occupational interests.

III. TEACHER PREPARATION:

A. *Teacher Notes*

The purpose of this module is to help the student become aware of the various public service occupations open to him. The student should be aware of not only his personal interests, but also the skills involved in the job.

B. *Materials and Equipment*

1. Lectures on the basic goals, concepts, and terms
2. Collage materials, if used.

IV. LEARNING ACTIVITIES:

A. Hear lectures on the basic goals, concepts and terms of Public Service jobs.
B. Discuss present occupations and their relation to Public Service. The students may use as a starting point their part-time jobs.
C. Read about future occupations in the Public Service areas.
D. Discuss importance of knowing self and the need to relate self to job. Points for discussion could include the student's background, likes and dislikes, hobbies, etc.
E. Review movie and television shows with roles dealing with Public Service.
F. Discuss the basic skills needed in various jobs. The discussion could be devised to include educational, physical, and/or psychological skills.
G. Utilize interest-catching techniques such as collage, posters, and personal bulletin boards. This can be teacher, student, or joint projects.

V. EVALUATION:

A. The teacher will evaluate the students by giving a test on the basic concepts, goals, and terms of Public Service.
B. The teacher will evaluate the student by his/her participation in discussion.

VI. RESOURCES:

A. *Book*

Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, New York 10001, 1972.

B. *Film*

"Social Worker", Universal Educational and Visual Arts, Universal City Studios, Inc., (RESA V Career Education Project # 210).

INTRODUCTION

This career education resource unit was prepared for high school students. It concerns itself with occupations related to public service. Some of the occupations which students may encounter are: fire department, police systems, armed forces, telephone and electric utilities, teachers in a school system, postal system, and so forth.

Career Education is not an end in itself; rather it is a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the existing subjects being taught. This method of teaching makes use of field trips, role playing, simulation, resource people, media, interpersonal interaction and research activities. The intent is to help students achieve both academic goals and career education goals.

DEVELOPMENT OF SELF-CONCEPT

Module No. 2

Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

- A. Understand the value of social studies in terms of its function in the world outside the classroom.
- B. Recognize the relationship between values and occupational choices.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

- A. Identify his/her values and the limits they set on his/her occupational choice.
- B. Discuss the rewards in the fields that can be related to a study of Public Service occupations.

III. TEACHER PREPARATION:

A. *Teacher Notes*

It is important for students to realize the value of their chosen profession, as well as other professions in the Public Service areas.

B. *Materials and Equipment*

1. Value recognition exercises
2. Films and speakers in various occupational areas

IV. LEARNING ACTIVITIES:

- A. Listen to lectures on intrinsic and extrinsic values of careers in public services.
- B. View films and hear speakers. While listening to the varied resource people, students should keep in mind their own interests.
- C. Form groups to discuss the skills and qualifications of various workers and what workers like about their jobs.
- D. Present brief reports on any occupational area that fits his/her value system and how that field relates to the economy.

V. EVALUATION:

The teacher will evaluate the student through his/her discussion and understanding of the various work roles.

VI. RESOURCES:

A. *Filmstrip*

"People Who Help Others" (filmstrip series), Guidance Associates, Pleasantville, New York 10507 (RESA V Career Education Project # 112).

B. *Resource People*

Community Workers

DEVELOPMENT OF CLASSIFYING OCCUPATIONS AND RESEARCH

Module No. 3 Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand how subject content is functional both inside and outside the classroom in the career world.
B. Understand the structure and methods of classifying occupations and recognize sources of information and experience.
C. Value resource materials for the purpose of understanding a career.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe the public service occupations that exist.
B. Locate and accept meaningful work roles.
C. Identify resource materials necessary for the study of a career.
D. Relate education, previous job experience, school activities, and personal data to career choice.
E. Describe the contribution that Public Service workers make in society.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In order to help students become aware of the variety of jobs opened to him/her a great deal of research is necessary. This should lead to personal interest choice.

B. *Materials and Equipment*

1. Arrange with the counselor and librarian for class visit
2. Bulletin board displaying numerous careers.
3. Arrange beforehand in library and counselor's office, books, pamphlets, D.O.T., Occupational Outlook Handbook, S.R.A. booklets, S.R.A. Career Kit, Career Encyclopedias, and other sources of information.

IV. LEARNING ACTIVITIES:

A. Visit counselor's office and library to pursue and scan available materials.
B. Discuss specific materials that may be used in his/her career study.
C. Begin outlines for an intensive study of his/her career.
D. Prepare a mini report pertaining to his/her chosen career. (Written or oral). Points to include: background, interests and hobbies and how they relate to his/her job choice, economic expectations and intrinsic and extrinsic expectations.

V. EVALUATION:

A. The teacher will evaluate the student on his/her interest and participation in finding sources of information.
B. The teacher will evaluate the student on his/her ability to locate sources that specifically relate to his/her chosen career.
C. The teacher will evaluate the student on the content and organization of his/her reports.

VI. RESOURCES:

A. *Books*

1. *Career Wise*, 92 volumes, Richard Rosen Associates, Inc. 29 East 21st Street, New York, N. Y. 10010.
2. *Career Encyclopedias*, J. G. Fugeso and Co., 6 North Michigan Avenue, Chicago, Illinois 60602, 1972.
3. *Dictionary of Occupational Titles*, U.S. Department of Labor, Manpower Administration, Superintendent of Documents, U. S. Government Printing Office, Division of Public Documents, Washinggon D. C. 20402.
4. *Occupational Outlook Handbook*, U. S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Ave., New York, N. Y. 10001.

B. *Pamphlets*

1. *Job Family Series*, Science Research Associates, 259 East Street, Chicago, Illinois 60611. (RESA V Career Education Project #143-162).
2. *Job Guide for Young Workers*, Superintendent of Documents, U. S. Government Printing Office, Division of Public Documents, Washington, D. C. 20402.

DEVELOPMENT OF INTERPERSONAL INTERACTION

Module No. 4 Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the physical mental, and emotional dimensions of workers who demonstrate effective work habits.

B. Interact effectively in a variety of situations while being aware of the needs of others.

C. Understand the complexities of society and learn to cope with social and work expectations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Describe how it might feel to be employed in particular occupations.

B. Discuss reasons for occupational choice.

C. Identify a relationship between academic work and occupational choice.

III. TEACHER PREPARATION:

A. Teacher Notes

The student needs to have a realistic idea of what is involved in the actual role of his/her job choice. By allowing students to become involved physically, mentally, and emotionally, they should more easily be able to adapt when they get into the actual job situation.

B. *Materials and Equipment*

1. Arrange the classroom to portray actual situations
2. List possible roles to be played

IV. LEARNING ACTIVITIES:

A. Present through oral report his/her occupational choice to the class. Points to be included are education, skills, and psychological needs of his/her chosen field.

B. Interview persons of different occupations concerning duties they perform (written or recorded interview.) Questions should include educational requirements, likes and dislikes about work, prior work experience and future plans.

C. Discuss how various academic subjects could help in the real world of work occupations.

D. Discuss the feelings of the worker in the various roles portrayed.

E. Create a script for a role playing situation.

F. Act out various roles.

V. EVALUATION:

A. The teacher will evaluate the student by giving an essay test concerning his/her occupational choice.

B. The teacher will evaluate the student by observing the role played, student's comments, and discussion.

VI. RESOURCES:

A. *Books*

1. *Simulation Games: An Approach to Learning*, Dennis M. Adams, Charles A. Jones Publishing Company, 698 High Street, Village Green, Worthington, Ohio 43085.
2. *Career Education Program*, Volume III, Grades 10-12, Houghton Mifflin, Department M, 110 Tremont Street, Boston, Mass. 02107 (RESA V Career Education Project. #119).

H-4.7

DEVELOPMENT OF FUTURE JOB CONCEPTS

Module No. 5 — Correlation: Social Studies

I. GOALS:

After teachers have directed learning activities in this and other *units*, the students should be able to:

A. Understand the concept of change.
B. Understand the complexity of society and learn to cope with society and work expectations.

II. PERFORMANCE OBJECTIVES:

After the teacher has directed the learning activities indicated in this *module*, the student should be able to:

A. Discuss the concept of change within our society.
B. Describe realistic expectations of a tentative occupational choice.

III. TEACHER PREPARATION:

A. *Teacher Notes*

In order to insure that a student will retain his job choice in reference to future changes within himself and the development of a realistic self-concept is paramount.

B. *Materials and Equipment*
  1. Film and projector
  2. Selection of television programs to be used.

IV. LEARNING ACTIVITIES:

A. View film "Future Shock."
B. Discuss concept of change as it relates to the student personally and to the job world.
C. Read and discuss various science fiction stories as they relate to different job areas.
D. View selected television programs and discuss in relation to future changes in society.

V. EVALUATION:

A. The teacher will evaluate the student's preparation for occupational choice by inviting the school counselor to attend a classroom session and assist students in preparing tentative career choices.
B. The teacher will evaluate the student by administering quiz on films.
C. The student will evaluate himself/herself in regard to his/her career choice.

VI. RESOURCES:

A. *Books*
  1. *Teaching as a Subversive Activity*, Weingartner, Charles, Dell Publishing Co., Inc., 750 Third Ave., N.Y., N.Y. 10017, 1969.
  2. *Markets of the Seventies:* The Unwinding U. S. Economy, Fortune Magazine Editions, Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022.
  3. *Forecasts of Some Technological and Scientific Development and Their Consequences*, Theodore J. Forden, Institute For The Future, Middletown, Connecticut, 1969.
  4. *Science Fiction Hall of Fame*, Vol. 1, Robert Silverburg, Doubleday and Company, Inc., 501 Franklin Avenue, Garden City, N. Y. 11530.

B. *Film*

"Future Shock", Associated Sterling Film Distributors, 866 Third Avenue, New York, New York.

A GROUP GUIDANCE UNIT
IN
CAREER EDUCATION WITH EMPHASIS
UPON
SELF AWARENESS
ESPECIALLY PREPARED FOR SECONDARY STUDENTS

INTRODUCTION

This unit is designed for secondary students, but can be adapted to any age level. It is a combination of group and individual counseling with the major emphasis on groups. Perhaps many counselors will find little "new" material in this unit, however, due to the step by step procedure outlined herein, it could be easily implemented by counselors or teachers.

The first module is an introduction to group process. Since many secondary students have not been exposed to an atmosphere of trust and openness in the school setting, it will be necessary to help each individual understand and accept the group and group process so that the goals in each module can be reached.

The modules are primarily concerned with the affective domain, although the cognitive domain is introduced where it relates to the affective. (In the area of ability and achievement test scores).

The unit should include ten to twelve group sessions with individual counseling sessions between. It would be ideal if the groups could meet weekly. However, it may be necessary to adjust the sessions according to the counselor's schedule and could cover a period from six weeks to a full semester.

ESTABLISHING GUIDELINES FOR GROUP PROCESS

Module No. 1

Correlation:
Guidance

I. GOAL:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Establish good group counseling relationships and guidelines for group process.

II. PERFORMANCE OBJECTIVES:

After counselor has directed learning activities indicated in this *module*, the student should be able to:

A. Establish a framework of guidelines for the group in which group process may progress.

B. Relationship of trust in which they feel free to express themselves openly and honestly.

III. COUNSELOR NOTES:

Good group process takes time to establish as a sense of trust is not automatic. In order for the group to function as a "group" it may be necessary to explain the function and guidelines of a group as outlined in Activity Sheet IA and IB and then ask the group to add their own additional guidelines.

Find and secure a place for the group to meet. It should be completely free from interruptions.

Check with teachers and principals about getting students out of class for groups.

Form groups—this can be done randomly or through sociometric means.

Materials—printed guidelines on group processes.

IV. LEARNING ACTIVITIES:

A. Call role and make note of each child so that you as group leader will know him/her well.

B. Lay down the guidelines for group process. Be sure to emphasize the most important—*belongingness* and *confidentiality*.

C. Discuss the guidelines and help students to see they are important. Students may want to add to the guidelines.

D. Have students introduce themselves by telling something significant about themselves. The group leader may want to start this and break the ice. A variation would be to have a fellow student introduce each group member.

E. Ask if any student has a topic he would like to discuss.

F. Reveal the goals and objectives of this unit and what is expected of group members. There may be some input at this point from students.

G. In closing, the group leader should emphasize that the groups are confidential and should be so treated.

V. EVALUATION:

A. Discuss the guidelines fully and then question students to see if they understand.

B. From group discussion feedback, see if students understand the purpose of the group.

C. See that each student takes part, not only in this but all group sessions.

VI. RESOURCES:

Activity Sheets: 1A, 1B, 1C, 1D and 1E.

Activity 1A

I AM . . . ?

Objectives:

The purpose of this activity is to look more closely at individuals in a group.

Time: Approximately 20 minutes

Description of Task:

Divide the class into groups of 4 to 6 members. Four questions come up when new members of a group meet:

Who are we?
Why are we here?
What shall we do?
How will we function?

Take the question "Who am I?" Have each member write down privately a single phrase that describes who he is. After about 30 seconds, pause and ask each member to write down another phrase that describes who he is. After another 30 seconds, do this again, until each member has written about five or six phrases which tell "Who Am I?"

They ask the seminar members to analyze publicly what they have written down.

1. How many wrote down their name first?
2. How many wrote down their position? oldest or tenth grader
3. How many wrote down their sex?
4. How many wrote down nationality?
5. How many wrote down race or religion?
6. How many wrote down political affiliation?

If true to form, by the time you get to number four, you often get at the more private, interpersonal information. The longer you work at this, the more you get into areas of deeper significance to you. The first things written down tend to be the things most people already know—name, position.

Illustrates the idea that people see themselves in many ways and each individual brings many things to a group:

1. Our values and beliefs
2. Our attitudes about self
3. Attitudes toward others
4. Attitude toward the world
5. Loyalties, affiliations, identifications
6. Repertoire of behavior skills
7. How we communicate. How we send, receive, interpret
8. Our expectations and hopes

Evaluation:

For ten minutes, in group discussion, ask the students what they learned and how they felt. How do they react to this method of getting to know someone. Did the exercise help to get to know people in a more meaningful way?

Activity IB

OBSERVATION SHEET FOR GOAL DIRECTED LEADERSHIP: ADVANCED TASK FUNCTIONS

Task Functions:

These leadership functions are to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem.

—*Initiating*: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
—*Information or opinion seeking*: Requesting facts; seeking relevant information about a group concern; making for suggestions or ideas.
—*Information or opinion giving*: Offering facts; providing relevant information about group concerns; stating a belief; giving suggestions or ideas.
—*Clarifying or elaborating*: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues before the group; giving examples.
—*Summarizing*: Pulling together related ideas; restating suggestions after the group to accept or reject.
—*Consensus testing*: Sending up "trial balloons" to see if the group is nearing a conclusion; checking with the group to see how much agreement has been reached.

Human Relations Functions

Functions in this category describe leadership activity necessary to alter or maintain the way in which members of the group work together, developing a loyalty to one another and to the group as a whole.

—*Encouraging*: Being friendly, warm and responsive to others and to their contributions; showing regard for others by giving them an opportunity for recognition.
—*Expressing group feelings*: Sensing feelings, moods, relationships within the group; sharing feelings with other members.
—*Harmonizing*: Attempting to reconcile disagreements; reducing tension by "pouring oil on troubled waters"; getting people to explore their differences.
—*Compromising*: When one's own ideas or status is involved in a conflict, offering to compromise one's own positions; admitting error; disciplining one's self to maintain group cohesion.
—*Gate-keeping*: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing the discussion of group problems.
—*Setting standards*: Expressing standards for the group to achieve; applying standards to evaluating group functioning and production.

Individual Needs

Functions in this category may or may not aid task performance or group loyalty, but are most often present either overtly or covertly.

—*Aggressing*: Attacking the group or problem being worked on; showing envy towards another's contribution by taking credit for it, etc.
—*Depending*: Endeavoring to identify himself with a strong individual or combination.
—*Dominating*: Attempting to assert authority or superiority to manipulate the group or certain members of the group. May take the form of flattery, status assertion, interrupting others, authoritative direction-giving, etc.
—*Blocking*: Resisting stubbornly or subtly, disagreeing unreasonably, bringing back an issue the group has rejected.
—*Playboying*: Making a display of his lack of involvement in the group's processes. This may take the form of cynicism, nonchalance, or horseplay.

Activity IC

NAME ____

GROUP ____

EXERCISE ON LEARNING—WORKING CLIMATES

Learning about self, others, and groups is facilitated when a climate is created in which members feel free to be themselves. This means that members are most valuable when they are able to be themselves; they can give most when they are most themselves, and they can give least when they are boxed in a role.

The extent to which people seem free to be themselves appears to be highly correlated with the trust level existing in a group. When the trust level is low, people tend to be defensive, to adopt manipulative strategies, and to withhold information about themselves. When the trust level is high, defensiveness is reduced, information flow is increased, and manipulative strategies tend to disappear.

Creating a high trust level seems to be facilitated when there is an increase of awareness, self-acceptance, acceptance of others, and of problem-centering.

The purpose of this exercise is to examine some of the dimensions mentioned above to determine their effect on the group you are in.

Procedure:

1. Read the definitions given;
2. Complete the rankings called for;
3. When everyone has finished, compare rankings;
4. As a group, place one person in each of the dimensions listed;
5. Discuss and record what might be done to increase the trust level in the group.

Definitions:

A person may be said to be:

1. *Aware*, when outward behavior reflects inner feelings and thoughts; when there is an explicit recognition of how one's feelings are influencing behavior; when he recognizes and responds to feelings being experienced. Awareness may be marked by statements such as, "I feel somewhat at a loss," instead of, "We need a goal," or "I don't know what to do if we don't have a topic," instead of "We're just floundering without something we can get our teeth into," or "I'm not sure I want to say how I feel about you," instead of "I don't think we ought to get personal."
2. *Self-accepting*, when he is able to accept his own feelings without denying them or giving rationalizations for them, or apologizing for them. Self-acceptance may be evidenced by statements such as, "I'm bored with what you are saying," instead of "This is a boring topic," or I'm angry at myself for being ineffective," instead of "This is a boring topic," or "I'm angry at myself for being ineffective," instead of "This group is not getting anywhere."
3. *Accepting of others*, when he is able to receive the feelings and thoughts of others without trying to change them; when he is able to let others be themselves even though their mode of being is different than his; may be evidenced by listening to try to understand; listening without trying to refute; not trying to argue down; asking questions to insure understanding of what the other is experiencing; or not sitting in judgment on the other.
4. *Supportive*, when he seeks ways to help others reach goals that are important to them; when he tries to understand what others want to do although he may not agree with their conclusions; or when he encourages others to try behavior which may be new to them; may be seen in statements, such as "Could you tell me how I might help you reach your objective," or "I am not sure I agree with what you are proposing, but I support your effort to get something going," or "Let me see if I understand what you want us to do."
5. *Risk taking*, when he goes beyond the known; when he experiments with new behavior; when he wants to accomplish something or to support someone else more than he wants to play it safe or keep his cool; when he is willing to risk being angry, anxious, caring, driving, or retreating, even though these may make him appear foolish or arouse anxiety on his part, or make him appear inept or unintelligent. May take the form of asking for feedback on behavior, when this has not been done before, or supporting someone when it is not clear what the consequences of supporting will be, or giving feedback to others on the feelings their behavior has evoked.
6. *Problem-centering*, when he focuses on problems facing a group rather than on control or method; when he tries to learn by solving problems rather than by getting someone else's solutions. May be seen in efforts made to try to find out what is blocking a group, or in efforts to try to increase personal effectiveness, or in efforts to go beyond symptoms. Problem-centering rests on the assumption that more work gets done when individuals and groups learn how to solve problems, than by maintaining a certain control pattern, a certain methodological pattern, a certain leadership pattern, or a certain feedback pattern.
7. *Leveling*, when he is able to be free and open about his feelings and thoughts; when his behavior outwardly is congruent with what he is experiencing inwardly.

Activity ID

Second Step

In the spaces provided below put in the names of one or two persons who most display in the group the kind of behavior described in the definitions.

	Your Nomination	Group Nomination
1. Awareness		
2. Self-acceptance		
3. Acceptance of others		
4. Supportive		
5. Risk taking		
6. Problem-centering		
7. Leveling		

Third Step

After everyone has finished with their individual nominations, announce these and share the data on which the nominations were based. Then, as a group, place one name in each of the spaces provided. Try to reach a consensus in the group nomination, that is, try not to reach agreement by majority vote. Discuss the behavior until there is some agreement.

Fourth Step

Discuss and record below what can be done to increase the trust level in the group. Please turn in the completed exercise as you leave.

DIGNITY AND WORTH OF OTHERS

Module No. 2

Correlation:
Guidance

I. GOAL:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the student should be able to:

A. Interact with others and accept them as worthy individuals.

III. COUNSELOR NOTES:

Perhaps some sentence completion handouts which will help the group discuss their feelings about the worth of others, both group members and nonmembers could be used.

These sentences will vary with the composition of the group but should reflect both negative and positive attitudes.

A copy of the goal should be presented to the group for discussion.

Materials—copies of the goal for this module and film projector.

IV. LEARNING ACTIVITIES:

A. Discuss the meaning of respect and how it relates to others and self.
B. Discuss the uniqueness of each individual and how traits, both positive and negative, determine uniqueness.
C. Discuss the value of others, the different ways of valuing and the different persons and personality types which apply to each.
D. Discuss what the goal means. (The group leader should stress the goal throughout.)
E. View film on understanding others and discuss.
F. Students will write a theme listing five types of work, explaining how constructive the job is in terms of the needs of the worker and society.
G. Students will interview at least five workers in different careers, asking advantages and disadvantages, also surveying home life and family life.
H. Share information received with the group.
I. Discuss the topic "Job Stereotypes".
J. Role play some job stereotype situations (doctor, druggist, carpenter, short order cook.)

V. EVALUATION:

A. Through interaction of the group, the group leader may learn if the goal and objective are being met. The group leader should be sure each group member has an opportunity to express an opinion.
B. Group members' comments may be used as an evaluation device.
C. Students will be evaluated on their theme as to how well they understand the relationship between careers and the welfare of society.

VI. RESOURCES:

A. *Book*— "Values Clarification", Simon, Howe & Kirschenbaum, Hart Publishing Co., Inc., New York, New York 10003. (RESA V—Career Education Project #270).
B. *Film*—"The Road Ahead", (RESA V Film Library #589) CCM Films, Inc.
C. *Activity Sheets*: 2A and 2B.

Activity IIA
SENTENCE COMPLETION
General

Fill in the blank at the end of the sentence with the first thought that enters your mind. **DO NOT** put your name on this sheet.

1. I don't like people who ______
2. In school I wish ______
3. No one in this school ______
4. It is hard to like another person who ______
5. The thing that bothers me most is ______
6. I believe I have the ability to ______
7. It is hard to like a person who ______
8. In school it is hard to trust ______
9. What I like least in myself is ______
10. What I want most is ______
11. When I am with others that I don't know well, I ______
12. In a group, when I have something to say I ______

Activity IIB

SELF—EVALUATION OF GROUP WORK SKILLS

Please check which of the following roles you felt exercised appropriately and adequately today.

_____ initiating

_____ gave information

_____ asked for information

_____ gave positive reactions or opinions

_____ gave negative reactions or opinions

_____ gave confrontation or reality tested

_____ gave restatement of other's contributions

_____ sponsored, encouraged, helped or rewarded others

_____ physical movement

_____ asked for comment on group's movement or lack of it

_____ asked for restatement

_____ tested for concensus

_____ expressed group feelings

_____ gave examples

_____ asked for examples

_____ gave clarification, synthesis or summary

_____ asked for clarification, synthesis or summary

_____ gave comment on group's movement or lack of it

_____ standard setting

_____ relieved group tension

____________________ tended to block the group today by:

_____ aggressivity & hostility

_____ defensiveness

_____ competitiveness

_____ withdrawing

_____ horsing around/humorizing

_____ dominating

_____ status seeking

_____ hung onto & pled for pet idea

_____ rejecting

_____ agenda jumping

THE VALUE OF DIFFERENT OCCUPATIONS

Module No. 3

Correlation:
Guidance

I. GOAL:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the students should be able to:

A. Value individuals in all types of occupations as contributing to the welfare of all.

B. Discuss feelings he/she possesses toward various careers.

III. COUNSELOR NOTES:

Prepare information on occupations in several different skill levels, economic levels, and "status" levels. It should be stressed that each occupation is very important and contributes in some manner to the welfare of all.

IV. LEARNING ACTIVITIES:

A. The group leader will present the major ideas from the group in the previous module, and introduce a list of different occupations.

B. Group members will discuss the occupations as presented by the group leader. They will explore their feelings toward the individual involved in such an occupation and express it honestly to the group.

C. As group members express their feelings, the group leader will help them express their feelings fully by using the technique of repeating what the student has said and asking for clarification.

D. Role play situations that express the value of garbage man, football manager, doctor, coach, etc.

E. The group will discuss the values of each occupation to society.

F. Discuss individual occupational concerns.

V. EVALUATION:

A. The group leader will evaluate (through observation) each group member that expresses specific feelings toward the occupations.

B. As the group proceeds, the leader should be alert to any changes in attitude, in order to learn if the students are beginning to see the value to society of workers in all occupations.

VI. RESOURCES:

A. *Book—Occupational Outlook Handbook*, United States Government Printing Office, Washington, D. C. 1973.

B. *File*—Occupational file found in most counselor's offices.

C. Materials produced by group in previous session.

D. *Activity Sheet*: 3a

Activity IIIA

GROUP GROWTH EVALUATION

Directions: In front of each of the items below there are two blank spaces. Rate your group on the characteristic as the group was initially and as it is now. Use a seven-point scale, where 7 is "very much" and 1 is "very little."

CLIMATE

Initially *Now*

_____ _____ 1. I am treated as a human being rather than just another group member.

_____ _____ 2. I feel close to the members of this group.

_____ _____ 3. There is cooperation and teamwork present in this group.

_____ _____ 4. Membership in this group is aiding my personal growth development.

_____ _____ 5. I have trust and confidence in the other members of the group.

_____ _____ 6. Members of this group display supportive behavior toward each other.

_____ _____ 7. I derive satisfaction as a result of my membership in this group.

_____ _____ 8. I feel psychologically close to this group.

_____ _____ 9. I get a sense of accomplishment as a result of membership in this group.

_____ _____ 10. I am being honest in responding to this evaluation.

DATA FLOW

_____ _____ 11. I am willing to share information with other members of the group.

_____ _____ 12. I feel free to discuss important personal matters with group members.

GOAL FORMATION

_____ _____ 13. I feel that I am oriented toward personal goals rather than toward helping the group achieve its objectives.

_____ _____ 14. This group used integrative, constructive methods in problem-solving rather than a win-lose approach.

_____ _____ 15. As a member of this group, I am able to deal promptly and well with important group problems.

_____ _____ 16. The activities of this group reflect a constructive integration of the needs and desires of its members.

_____ _____ 17. My needs and desires are reflected in the activities of this group.

CONTROL

_____ _____ 18. I feel that there is a sense of real group responsibility for getting a job done.

_____ _____ 19. I feel manipulated by the group.

_____ _____ 20. I feel that I manipulate the group.

CLASSIFYING OCCUPATIONS

Module No. 4 Guidance

I. GOALS:

After counselors have directed learning activities in this and other *units*, the student should be able to:

A. Understand the structure and methods of classifying occupations and recognize sources of information and experience.

B. Produce individuals who have had exposure to the world of work vicariously, simulated and/or real, to the extent that they have some comprehension of the diversity and complexity of work alternatives both available and appropriate to them.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the student should be able to:

A. Have a broad base of awareness of work roles that exist.

B. Understand and be able to use the DOT as an information source and as a means of classifying occupations.

C. Have had an orientation—vicarious, simulated and/or real, to several work role groupings which were selected by them.

D. Explore, in as real a manner as possible, several work roles that they have decided might be particularly appropriate to them.

III. COUNSELOR NOTES:

A. Have copies of *DOT* Vol I and II available.

B. Secure a copy of the fifteen occupational clusters and distribute to each student so they can better understand the broad classification used and the relationship of specific jobs to clusters.

C. Have filmstrips "You and the Changing World of Work", "Choosing Your Career" and "Your First Months on the Job", from the kit *Finding and Getting a Job*, set up and ready to show.

IV. LEARNING ACTIVITIES:

A. Students will make a list of all the occupations they can think of including some information about each.

B. Class discussion about occupations listed. (How did you first learn about these occupations? Where did you find your information? Do you know anyone working in these occupations?)

C. Students will add to their lists by making note of other occupations they see or become aware of going to and from school and/or at home on television, including some information about each.

D. Introduce Cluster concept (IV B).

E. Using the *DOT* and the "Guide for exploring Careers Through Occupational Groups", the students will look up ten occupations from their list and find such information as general description, temperaments, physical demands, general educational development, and other jobs that belong to each occupational group.

F. Students will view and discuss filmstrip "You and the Changing World of Work", "Choosing Your Career", and "Your First Months on the Job".

G. Students will contact local employers to make appointments for class visits. During the visits, the students will be allowed to interview workers in occupations of interest.

V. EVALUATION:

A. Through observation, the group leader should determine if students are familiar with requirements of their chosen occupations.

B. Students should feel free to discuss their occupational plans, likes, and dislikes, attitudes, values, and other conditioning factors with counselors and the group.

C. Students should be able to select a program of studies commensurate with their occupational plans.

D. Students will choose or state what occupation would be appropriate for them, activities performed, and where they could be employed locally, if possible.

VI. RESOURCES:

A. *Book—Occupational Outlook Handbook*, United States Government Printing Office, Washington, D. C. 1974.

B. *Files*—Occupational file in counselor's office. Student file in counselor's or main office.

C. *Activity Sheets*—IVA, IVB, IVC and IVD.

D. *Filmstrip Kit*—Finding and Getting a Job. (Kit) Society for Visual Education, Inc., S. V. E. 1345 Diversey Parkway, Chicago, Illinois 60614. (RESA V Career Education Project # 164)

Activity IVA

CLASSIFYING OCCUPATIONS

Select 4 occupations of your highest interest, list them below:

(1) ______________________ (3) ______________________

(2) ______________________ (4) ______________________

Using job analysis skills of interviewing and/or analyzing printed materials, classify several occupations for practice. Be sure you can correctly classify the occupations in which you are personally interested.

CATEGORY	#1	#2	#3	#4
INDUSTRY:				
Agriculture, Forestry and Fishing				
Mining				
Construction				
Manufacturing				
Transportation, Communication and Public Utilities				
Wholesale and Retail Trade				
Finance, Insurance and Real Estate				
Business and Repair Service				
Professional and Related Services				
Personal Services				
Entertainment and Recreation Services				
Public Administration				
DOT OCCUPATIONAL DIVISION:				
Professional, Technical and Managerial				
Clerical and Sales				
Service				

	#1	#2	#3	#4
Farming, Fishing and Forestry				
Processing				
Machine Trades				
Bench Work				
Structural				
Miscellaneous				
EDUCATION:				
College				
Vocational—Technical				
On-the-Job Training				
None Specifically				
INTEREST FIELD:				
Personal/Social				
Natural				
Mechanical				
Business				
The Arts				
The Sciences				
MAJOR ACTIVITY INVOLVED: Working with:				
People and Animals				
Ideas				
Things				

Activity IVB

OCCUPATIONAL CLUSTERS

1. Office Occupations
2. Marketing and Distribution Occupations
3. Consumer and Homemaking Occupations
4. Marine Science Occupations
5. Transportation Occupations
6. Agri-business and Natural Resources Occupations
7. Construction Occupations
8. Manufacturing Occupations
9. Public Service Occupations
10. Health Occupations
11. Fine Arts and Humanities Occupations
12. Environmental Occupations
13. Communication and Media Occupations
14. Hospitality and Recreation Occupations
15. Personal Service Occupations

Activity IVC

INFORMATION ON THE WORKER

Occupation ____________________

Position ____________________

Directions: After you have established a good relationship with the worker, try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working? ____________________
2. Why did you choose this type of work? ____________________

   ____
3. How much leeway or freedom do you have in determining how you carry out the responsibilities of your position?

   ____
4. What are the greatest pressures, strains, or anxieties in your work? ____________________

   ____
5. What special problems do new employees frequently have in adjusting in your field? ____________________

   ____
6. What are the most important personal characteristics of being successful in your position? ____________________

   ____

   (Supervisor's opinion also) ____________________
7. Are there pressures or demands on you outside of work that affect the performance of your job? ____________________

   ____
8. Do you get more satisfaction from your work or from activities outside of work? ____________________

   ____

Additional Comments: (Information that may be used in your narrative description.) ____________________

____

____

____

____

____

WORKER INTERVIEW—INTERESTS AND ABILITIES

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?
2. How did you perceive this kind of work before you got into it?
3. Is it different from what you expected? If so, how is it different?
4. What are some of the abilities that a person needs in order to do this work?
5. Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.
6. What are your greatest satisfactions from having this job?
7. What things about the job do you like least?
8. What do you see yourself doing ten years from now?
9. Based on your experience, what information or advice would you give to someone who is still in high school?
10. How interesting is your work?
11. How interesting was school to you? What were high and low interest areas?
12. What hobbies and leisure interests do you have?
13. What person or persons do you see as having influenced your career thus far?
14. What do you see yourself doing a) five years from now? b) ten years from now?

COMPARISON OF INTERESTS AND ABILITIES TO CAREERS

Module No. 5

Correlation:
Guidance

I. GOAL:

After counselors have directed the learning activities in this and other *units*, the student should be able to:

A. Appraise one's interests, beliefs, attitudes, values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations.

II. PERFORMANCE OBJECTIVES:

After the counselor has directed the learning activities indicated in this *module*, the student should be able to:

A. Locate materials that will provide information regarding requirements for occupations.
B. Know how to use the Occupational Outlook Handbook.
C. Understand how his/her abilities and limitations enter into his/her future career style.
D. Recognize how life style is connected with the occupation one engages in.

III. COUNSELOR NOTES:

Since each person is a unique individual with varied likes, dislikes, interests, abilities, etc., it is important that students are taught to appraise themselves objectively and accept themselves as worthy individuals who are able to work effectively within the confines of their abilities and limitations. The leader should exercise extreme care in seeing that all group members are made to feel important and worthwhile without passing value judgements on any chosen occupations either verbally or nonverbally.

Materials

1. OVIS Interest Inventory (or similar occupational interest inventory).
2. Filmstrip projector.
3. Filmstrip kits
4. Popeye Awareness Kit
5. Occupational books and files.

IV. LEARNING ACTIVITIES:

A. Administer the OVIS to all ninth grade students.
B. The leader will open with observations about skills and other requirements for certain occupations.
C. The group members will be encouraged to talk about an occupation (or occupations) in which they are interested. They should discuss the requirements for this occupation (or occupations). The members will be encouraged to receive informative materials from the leader about occupations.
D. Students will be encouraged to visit the counselor for an individual interpretation of EDS Standarized test scores. During these individual sessions, students should be encouraged to determine if they have the required capabilities for their chosen occupation.
E. Students will be asked to select a program of studies related to their tentatively chosen occupation.
F. In the final group session, students should state some of their chosen occupations and tell why they feel qualified for those occupations.

V. EVALUATION:

A. Through observation, the group leader should determine if students are familiar with requirements of their chosen occupations.
B. Students should feel free to discuss their occupational plans, likes, and dislikes, attitudes, values and other conditioning factors with the counselor and the group.
C. Student should be able to select a program of studies commensurate with their occupational plans.
D. Students will choose or state what occupation would be appropriate for them, activities performed, and where they could be employed locally, if possible.

VI. RESOURCES:

A. *Book—Occupational Outlook Handbook*, United States Government Printing Office, Washington, D. C. 1974.

B. *Filmstrips*

Career Exploration Kits—J. S. Latta

1. Automotive Repair (RESA V Career Education Project #138).
2. Clerical Occupations (RESA V Career Education Project #137).
3. Commercial Aviation (RESA V Career Education Project #141).
4. Municipal Law Enforcement (RESA V Career Education Project #140).
5. Repair and Maintenance (RESA V Career Education Project #139).
6. Overview (RESA V Career Education Project #139).

Your Working Future, Encyclopedia Britannica Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611.

1. Child Care Worker (RESA V Career Education Project #261).
2. The Fire Fighter (RESA V Career Education Project #264).
3. The Insurance Salesman (RESA V Career Education Project #265).
4. The Dental Hygienist (RESA V Career Education Project #263).
5. The Television Service Technician (RESA V Career Education Project #267).

6. The Telephone Operator (RESA V Career Education Project #266).
7. The Commercial Artist (RESA V Career Education Project #262).
8. Computer Careers (RESA V Career Education Project #260).

C. *Files*—Occupational file in counselor's office, "Popeye Awareness Library" (RESA V—Career Education Project #72), and student file in counselor's or main office.

D. *Activity Sheets*—VA, VB, VC, VD and VE.

Activity VA

OHIO VOCATIONAL INTEREST SURVEY

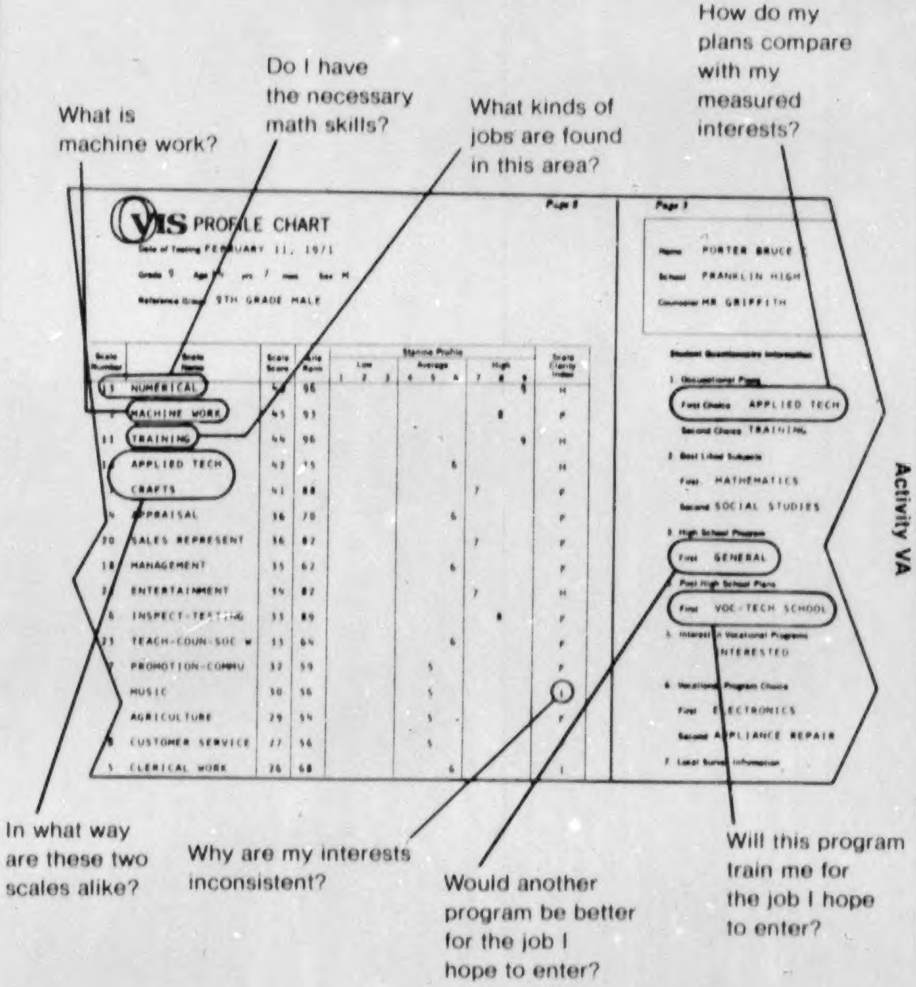
Why An Interest Inventory?

The main purpose of an inventory like OVIS is to help you understand more about yourself and the world of work. OVIS provides some of the information you should think about as you plan your high school program, your education after high school, and your career.

Your measured vocational interests have been reported to you in the OVIS *Student Report Folder*. They are described in terms of twenty-four groups of jobs (or job clusters). All the jobs in the United States can be grouped into these twenty-four job clusters. In other words, OVIS provides a bridge between your personal interests in work activities and the more than 21,000 different kinds of jobs that exist today.

In your *Student Report Folder* you will find the job clusters that you seem to like most at the top of your Profile Chart and those that you seem to like least at the bottom. To understand fully what your OVIS Profile means you need to know more about the OVIS job clusters. The OVIS *Guide to Career Exploration* was designed to give you this information. In the *Guide* you will find detailed descriptions of the twenty-four scales or job clusters. As you use the *Guide*, you will want to compare what you learn about these job clusters with what you already know about yourself.

This *Career Exploration Leaflet* contains four charts that will help you bring together what you know about yourself and what you will learn about the OVIS job clusters that interest you most. To fill out the charts, you will need your *Student Report Folder* and a copy of the *Guide to Career Exploration*.



What is machine work?

Do I have the necessary math skills?

What kinds of jobs are found in this area?

How do my plans compare with my measured interests?

OVIS PROFILE CHART

Page 2

Date of Testing FEBRUARY 11, 1971

Grade 9 Age 14 yrs 7 mos Sex M

Reference Group 9TH GRADE MALE

Scale Number	Scale Name	Scale Score	%ile Rank	1	2	3	4	5	6	7	8	9	Scale Clarity Index
13	NUMERICAL	[illegible]	96									9	H
[illegible]	MACHINE WORK	45	93								8		P
11	TRAINING	44	96									9	H
[illegible]	APPLIED TECH	42	75						6				H
[illegible]	CRAFTS	41	88							7			P
4	APPRAISAL	36	70						6				P
20	SALES REPRESENT	36	82							7			P
18	MANAGEMENT	35	67						6				P
[illegible]	ENTERTAINMENT	34	82							7			H
6	INSPECT-TESTING	33	89								8		P
21	TEACH-COUN-SOC W	33	64						6				P
[illegible]	PROMOTION-COMMU	32	59					5					P
	MUSIC	30	56					5					I
	AGRICULTURE	29	54					5					P
[illegible]	CUSTOMER SERVICE	27	56					5					P
5	CLERICAL WORK	26	68						6				I

Stanine Profile: Low 1 2 3; Average 4 5 6; High 7 8 9

Page 3

Name PORTER BRUCE

School FRANKLIN HIGH

Counselor MR GRIFFITH

Student Questionnaire Information

1. Occupational Plans
First Choice APPLIED TECH
Second Choice TRAINING

2. Best Liked Subjects
First MATHEMATICS
Second SOCIAL STUDIES

3. High School Program
First GENERAL

4. Post High School Plans
First VOC-TECH SCHOOL

5. Interest in Vocational Programs
INTERESTED

6. Vocational Program Choice
First ELECTRONICS
Second APPLIANCE REPAIR

7. Local Survey Information

In what way are these two scales alike?

Why are my interests inconsistent?

Would another program be better for the job I hope to enter?

Will this program train me for the job I hope to enter?

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Activity VB

APTITUDES, ACHIEVEMENTS AND TESTING

NOTES AND QUESTIONS

I. Aptitude can be defined as an ability or potential to learn something. Achievement is what we have already learned.

1. Aptitudes are strengths that we can measure roughly, develop and use to our advantage.
2. An aptitude is what you have a knack or natural talent for. It is a natural ability which you must develop.
3. Aptitudes, achievements and interests may or may not go together.
4. There are many different types of aptitudes, for example:
   a. Artistic aptitude
   b. Athletic aptitude
   c. Mechanical aptitude
   d. Academic (school) aptitude

II. Using our knowledge of aptitude and achievement in decision making.

1. Determining our aptitudes helps us to seek realistic goals; helps us estimate our chances of success; helps forecast the difficulty of learning a subject or job.
2. We need to consider our pattern of aptitudes and look at our strengths and weaknesses, but it is a waste of time to merely dwell on weaknesses.
3. Each elective school subject and occupational field has particular aptitude requirements, yet successful people with a variety of aptitude patterns are found in all fields of endeavor.

III. How to discover aptitudes and interests and demonstrate achievements.

1. Try different activities.
2. Testing: Tests can be time savers because they quickly estimate aptitudes and achievements.
   a. Tests are samples of our performance.
   b. Tests have errors in accuracy.
   c. Tests measure achievement on performance and from this we estimate aptitudes.

Activity VC

SCHOOL SUBJECTS AND WORK EXPERIENCES

Subjects	Grades	Things I disliked about each	Things I liked about each
Agriculture			
Art			
Business Education			
English (includes speech, journalism)			
Foreign Language			
Health			
Home Economics			
Industrial Arts			
Mathematics			
Music			
Occupations			
On-the-Job Training			
Psychology			
Physical Education			
Biological Science			
Physical Science			
Social Studies			
Other			
Work Experience			
Salary			

Discussion:

1. What patterns in your likes and dislikes are there which might affect your choice of vocation?
2. What do your grades and work reflect in terms of strengths and weaknesses which might affect your career choices?
3. What things, if any, about this record would you like to change? Can you change them?
4. Would you like this group or class to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

Activity VD

SURVEY OF PREFERRED OCCUPATION

A. The Occupation

B. Promotion and Advancement
   1. Jobs through which I might enter the field
   2. Promotional opportunities
   3. Related occupations to which I might transfer

C. Employment Opportunities and Trends
   1. Immediate employment outlook
   2. Possible employment trends during the next ten years

D. Wages and Hours
   1. Salaries
      a. Beginning salary
      b. Salary range related to experience, promotional steps
   2. Wages
      a. Average number of hours worked per week
      b. Average number of weeks worked per year; seasonal aspects
   3. Vacation provisions
   4. Frings benefits (insurance, medical pensions, expense accounts, etc.)

E. Working Conditions
   1. Place of employment, transportation required
   2. Physical surroundings, morale factors, health conditions
   3. Employee and employer organizations
   4. Other conditions

F. Training Requirements
   1. Level of education required for entry and for promotions
   2. Types of post high school education necessary
      a. Where to obtain it
      b. Type, cost, and length of training
   3. Other requirements, such as licenses, special examinations, membership in tools and equipment, unions or other worker organizations

G. Personal Qualifications
   1. Physical and mental requirements
   2. Personality characteristics

H. Summary
   1. Advantages
   2. Disadvantages

ACTIVITY VE

VOCATIONAL INVESTIGATION WORKSHEET

The following is an outline to aid you in determining what you ought to investigate of a job analysis.

Job Title

A. Nature of the Work
   1. What kind of a job is this?
   2. What work would I actually perform if I were to enter this field?

B. Personal Requirements
   1. What type of interests does this job require?
      a. Do I possess these interests?
      b. How does my interest relate to the interest requirements of this job?
      c. Do my hobbies bear any relation to the types of interests required by this job?
      d. Could I develop interests such as this job requires?
   2. What abilities would I have to possess in order to enter and perform this job?
      a. Do I really possess these abilities?
      b. How do I know I possess these abilities?
      c. What do my tests indicate?
      d. Could I achieve or learn the skills necessary for this job?
   3. What type of personality does this job require?
      a. What are some personal qualities that would be necessary in this job?
      b. Do I possess these qualities?
      c. If not, could I develop these personal qualities?
   4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?
   5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values or attitudes?

C. Preparation Required to Enter and Perform this Job
   1. Educational reqqirements
      What level and type of education is required (high school, college, trade school, apprenticeship, etc.)? Do my achievements thus far (grades, tests) indicate that I can reach this level of education? Are there any reasons why I cannot reach this level of education?
   2. Job experience required yes____ no____
      Type and length
      Next job in line promotion
      Promotion opportunities
   3. Other Requirements: Union
      License
      Special Examinations
   4. Supervision